



SUCCESS STORIES

Even Start Makes its Mark in Texas

by Elizabeth Thompson, CFLE
Texas LEARNS

Texas Even Start is a national success story. The program calls for robust and functional collaborations. It is difficult to administer, yet Texas has led the nation in Even Start outcomes for many years.

What is Even Start?

Even Start was the brain-child of William F. Goodling, a former Pennsylvania school principal and U.S. Representative. He knew that parents who are not yet fully literate struggle to support their children in school. He looked around at existing literacy programs, and studied a newly evolving concept of family literacy. He drew up a plan for breaking the cycle of illiteracy and poverty through a comprehensive family literacy program that integrated adult education, early childhood education, parenting education and parent and child interactive literacy activities. That plan, authorized as Title I, Part B, Subpart 3 of the Elementary and Secondary Education Act of 1965 (ESEA), is also known as the William F. Goodling Even Start Family Literacy Program.

The program was first authorized in 1988, and its administration was moved to individual states in 1992. Texas placed the program at the Texas Education Agency where it is administered through a contract with Texas LEARNS. Funding increased and, over time, the number of funded programs in Texas reached 94 in 2004. Funding has subsided in later years, but Texas continued to fund 29 programs in 2011.



Even Start Coordinators at Lubbock Business Meeting
March 2011

Partnerships

Even Start grantees, by definition, are partnerships that must include a local education agency plus one or more institutions of higher learning, nonprofit community-based organizations, or a nonprofit public agency. Partnerships for the purpose of delivering instruction to specific groups of students were unusual when Even Start was created. Texas grantees had to learn how to work with multiple agencies to deliver an integrated program. Programs learned the value of defining roles among partners, the challenges of sharing data and the benefits of expanded services that result when partners work together.

continued on page 2

Even Start in Texas, continued from page 1

Texas Even Start partnerships have included such diverse entities as housing authorities, nonprofit organizations, school districts, Head Start, AgriLife Extension and WorkSource. The strongest and most consistent partner, however, has been federally and state-funded adult education providers.

Even Start provides early childhood education for children beginning in infancy while their parents attend adult education classes. The children are often on-site in the same location as adult education classes. This eases the parent burden of securing child-care, a major barrier to parents accessing adult education.

This, combined with intensive classes, allows parents the opportunity to attend classes and make real progress in adult education classes. Academic success builds student confidence and encourages students to persist even longer. Historically in Texas, Even Start students have continued in their classes at unusually high levels. Improved persistence and improved outcomes meet the performance goals of adult education providers; therefore, partnerships are continually reinforced.

Long Range Results for Adult Participants

The first long range results to be quantified on a statewide basis came in a 2005 survey of former Even Start parents. Principal Investigator for the project was Don Seaman, Ph.D., Texas A&M University.

Once the data were collected from 20 Even Start programs, an impressive 487 adults had responded to the survey. It had been an average of 2.6 years since the respondents left Even Start. The majority of respondents, 83%, were Hispanic while 17% were other ethnicities. Average parent age at time of the study was 31.

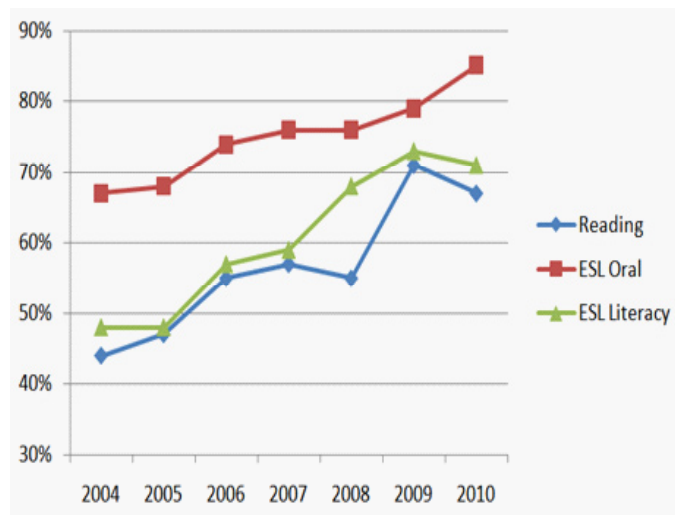
What respondents had to say about Even Start was surprising. They reported continued use of literacy activities in the home, gains in employment and reductions in reliance on public assistance. The continued use of literacy activities in the home directly meets a goal of Even Start. Even Start legislation, however, resides in the Elementary and Secondary Education Act. That act addresses literacy, not employment or reliance on public assistance, yet the respondents reported significant workforce gains and reduced use of public assistance.

You can learn more about Dr. Seaman's study by visiting <http://www-tcall.tamu.edu/research/esfol04-05.html>, *Follow-Up Data on Parents in Even Start Programs in Texas, 2004 and 2005*.

Adult Reading Results

The next examination of parent progress over time in Even Start came recently, when Texas was asked to present its longitudinal data at the annual meeting of Even Start state coordinators in Louisville, Kentucky in April 2011.

The graph shows the percentage of students that completed a level in TABE Reading, BEST Literacy and BEST Oral/BEST Plus for each year beginning in 2004 as shown on ACES and TEAMS Participant Gains Reports. The majority of Even Start adult participants have always been English Language Learners. In 2010, 75% of Even Start adult students were English Language Learners.



The steady escalation in completions is a tribute to the effectiveness of local Even Start-Adult Education partnerships. It is interesting to note that improvements in student performance coincide with the establishment of Texas' regional GREAT Centers for adult education professional development in 2004, the introduction of Adult Education Content Standards in 2007, and numerous professional development initiatives during this period.

Results for Child Participants

The long range study on adults prompted interest in ascertaining information about Even Start child participants. Dr. Don Seaman went back to the drawing board and created a different research project. This time, data were collected from the fall 2006 administration of the Peabody Picture Vocabulary Test (PPVT). The PPVT is used to measure receptive vocabulary in preschool children. Test scores from 360 children along with corresponding adult education scores from their parents were analyzed. The children were divided into two groups: those who had participated in Even Start for four consecutive months or longer in the 2005-06 year and those that were not enrolled in Even Start in the previous year. Children who participated in Even Start for less than four consecutive months were not included in the analysis.

Children who had participated in Even Start for at least four consecutive months had mean test scores 11.6 points higher than children who did not participate in Even Start. The difference was so pronounced that it produced a statistical significance at the .001 level. Put another way, the difference is attributable to Even Start 999 out of 1000 times.

continued on page 4

NEWS FROM TCALL

by Harriet Vardiman Smith, Director of TCALL

Change in Dissemination of Texas Adult & Family Literacy Quarterly

With this issue, TCALL begins a transition from mostly-print dissemination of *The Quarterly* to primarily online publication, with a plan to make just a small number of print copies available as samples at conferences and for training purposes in the GREAT Centers. In today's tight budget climate, it makes sense to repurpose the significant funds required to print and mail the publication in hard copy to over 5,000 subscribers. TCALL's Clearinghouse Project funding for July 2011 – June 2012 has been reduced by that amount, making those funds available for the important work of other state leadership activities. In a time when Amazon now sells more Kindle e-books than physical books – and when many periodicals are moving toward web-only publication – the timing seems right for this transition.

If you are one of our hard-copy, snail mail subscribers, please visit TCALL's home page and find the announcement box link to a **Texas Adult & Family Literacy Quarterly email subscription request**. Email subscribers will receive a message each time a new issue of *The Quarterly* is published on TCALL's website, including direct links to individual articles as well as a link to download the entire issue in portable document format (pdf).

We hope our readers will continue to find *The Quarterly* a valuable tool for sharing and improving instructional and program practices, and for connecting a diverse field of literacy educators across a large state. Since its first four-page newsletter was published in 1988, TCALL has released a regular publication three, then later four times per year. A complete archive of issues dating back to 1995 is found under "Our Publication" on TCALL's website.

New First Lady's Family Literacy Initiative for Texas Grants Announced

The First Lady's Family Literacy grants for 2011 have been announced, bringing the total number of family literacy program implementation grants to 156 since the Initiative began. This is the 16th year the Initiative has provided grants that now total over \$4.3 million for family literacy projects in Texas. For 2011-2012, nine grants of \$50,000 each were awarded to the following organizations: Adult Reading Center, Pearland; Advocacy Outreach, Elgin; Austin Learning Academy; Communities in Schools-Central Texas; Diboll ISD; Houston ISD-Patterson Elementary; Lamar Consolidated ISD, Rosenberg; Literacy Council of Tyler; and Northside ISD, San Antonio.

For the first time this year, the Initiative also offered \$5,000 Planning Grants to organizations that intend to develop a future family literacy program. Planning Grant recipients will undergo a nine-month planning and partnership-building process, at the end of which they should be better prepared to compete for a \$50,000 program implementation grant in 2012. These organizations have been selected to receive Planning Grants: Alliance for Multicultural Community Services, Houston; Friends of the Elgin Library; Region 5 Education Service Center, Jasper; and Victoria Adult Literacy Council.

Technical assistance and grant management for the First Lady's Family Literacy Initiative for Texas is provided by a special project at TCALL.

In This Issue

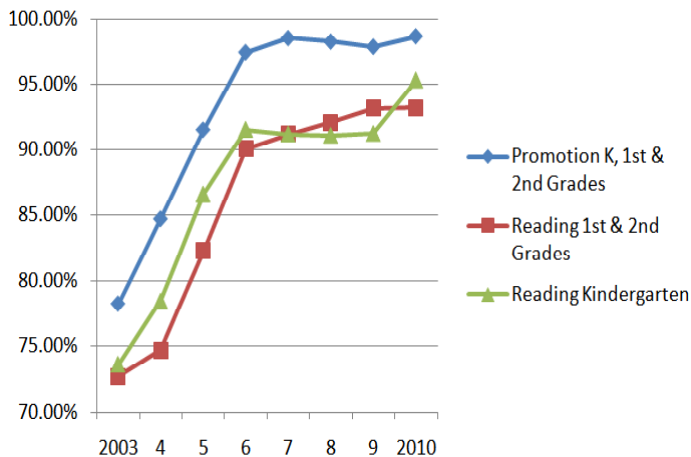
Even Start Makes its Mark in Texas by Elizabeth Thompson	1	Our Citizen of the Year by Brenda Schofield	10
News from TCALL by Harriet Vardiman Smith	3	I'm a High School Graduate by Maria Nava	11
Turning Over a Whole New Leaf by Kadelynd Moore	5	Intensive College Readiness Program and Family Support Lead to Mom's Success by Nancy Crawford	12
Cover Girl at 50 by Nina Hayden	6	One Hard Decision for a Better Life by Miguel Tavares	13
HCC's GED Transition to Training Initiative by Barbara Tondre-El Zorkani	7	I'm On The Way by Silvia Olivares	14
I Know I Can by Maria Salazar	8	Nothing is Impossible by Iris Negreros	14
A First: Adult Education Students Attended EPALL VII Conference in El Paso by Maria Cesnik	9	Robert and His Student, Chris Reprinted from LCOT Newsletter, Winter 2011	15

Even Start in Texas, continued from page 2

The study revealed a positive relationship between PPVT scores of children and parent's BEST Plus scores. Since such a large percentage of adult students are ESL students, this was an important finding. It meant that children's performance directly related to parents' achievements.

Child Promotion and Reading Over Time

Even Start collects child promotion and reading data annually in TESPIRS. Plotting the results over the period from 2003 through 2010 shows sharp increases in every category.



There were some landmark changes in Texas and in the nation in 2004. Statutory minimum staff requirements became effective December 21, 2004. That change assured that every early childhood teacher working with infants, toddlers or young children had at least an associate level degree. It also elevated the minimum requirements for home visitors and required that program coordinators undergo training in the administration of a family literacy program.

The U.S. Department of Education launched Making Meaningful Changes in Program Design; its first attempt to bring research-based instruction into program design and instruction. Texas benefitted from this in two ways. Leading national experts were brought to Texas for a three-day intensive workshop with coordinators and early childhood staff. Two years later, the national experts returned to Texas for follow-up training.

Texas instituted an additional week-long Early Childhood Education Institute to bring scientifically-based instruction to the classroom. That institute was presented regionally to maximize participation and its results were immediately visible in classrooms throughout the state.

Real Impact on Families

Individual success stories tell the real impact of Even Start across Texas. Here are a few examples of family successes in Even Start.

- Guadalupe entered Even Start with a ninth-grade education, four children and no knowledge of the English language. She began in ESL Beginning Literacy. Now, she is a mere 20 points in reading from earning her GED. She can read a book to her nine-year-old child in English and she can help her eighth-grade daughter with homework. As soon as Guadalupe earns her GED, she plans to pursue an associate's degree in early childhood education. Guadalupe shared that Even Start has helped her as a mom, a student, and a partner. Guadalupe sums up her experience by saying, "It is a wonderful program that opens the door for a better life with many windows teaching you this and that."
- Even Start children reach and sustain on-level or above academic performance. You will find Even Start children throughout the state participating in spelling bees, pre-AP high school classes, earning reading awards, becoming members of the National Honor Society and earning college scholarships. Diego of Rosenberg, Texas, not only became the first in his family to attend a university; he earned a scholarship from Florida State University and actually took advantage of that scholarship.
- When Irma entered Even Start without a high school diploma, she was a wife, a mother of a young child, and a guardian of a younger sister. She was a dedicated student who gained spectacular results. Those results didn't stop once she earned her GED. Today, Irma is an honors graduate with a certification in Medical Assisting. She is successfully working as a medical assistant, and she and her husband built a home.

Even Start has made a difference for thousands of families in Texas. Those changes will positively impact their families for generations. We are fortunate to have had such a program in Texas.



Even Start Coordinators Liz Raymond, Pilar Trevino, Charlotte Morris and Brenda Faz-Villarreal

Turning Over a Whole New Leaf

by Kadelynd Moore

You have a choice of two roads when you grow up in a dysfunctional family. You can either go down the path chosen by one of your parents, or you can turn over a new leaf and make your own path. At sixteen years old, I can speak confidently about my life.

My mother has suffered from addiction to drugs my entire life. My father was absent for a large part of my life. I had to grow up at a young age, and the emotional effects of my early years finally caught up with me and led to my choice to not attend school. After a Child Protective Service investigation revealed drug use in my home, my brother, my uncle, and I were removed from the home. Due to my brother's adoption and surrounding circumstances, I will not be able to see him until he is at least eighteen years old.

Then my father stepped in and was granted full custody of me when I was twelve. My whole life changed at that point. There was a totally different environment living with my dad. I felt like a kid, but having had to act grown-up for so long, I rebelled. We went through many hard times the first year I was with my dad, but God had wonderful plans in store for us. We overcame adversity and became stronger. Our relationship improved greatly, with communication being the key.

I finally got on the right track and started attending GED classes. I began in December of 2010. During my entrance interview and the orientation for the GED class, I was inspired by both the teachers and staff. They taught me so much and gave me the courage to further my education. Through attending my GED class, I was able to prepare myself to learn the material necessary to successfully complete my GED tests. Because of my study skills, attendance, and participation, I was awarded "Student of the Session;" I also became a member of the National Adult Education Honor Society. I am currently waiting to learn the results of my last three GED tests. I have passed my Science and Social Studies tests already.

The wonderful teachers in Adult Education not only guided me through the steps to obtain my GED, but also helped me to enroll in our local community college. A couple of months ago, I registered in an Office Occupations program even before obtaining my GED. To continue the program for the next quarter, I must obtain my GED prior to the first day of that quarter. After complet-

ing Office Occupations, I will continue at the community college to obtain an Associate's Degree in Computer Science. I don't plan to stop there, but I plan to continue my education until I have obtained a Master's Degree in my chosen field of study.

I look back at all that has happened and thank God for the person He has made me today and for the people who have assisted me along the way. They not only inspired me, but they also motivated me to turn over a completely new leaf. I could not have done this without my dad. With his support, I was able to branch out from him and successfully turn over a new leaf. Clearly my hope and courage pushed me to succeed.

About the Author

Kadelynd Moore is presently a seventeen-year-old student at the Academic Learning Center in Texarkana, Texas, which is a part of the Bowie-Cass Adult Education Cooperative.



Kadelynd with her Dad

Texas' STAR Trainers Complete National Certification

Texas' three STAR Trainer candidates have now completed all requirements for national certification. Congratulations to Sue Barker, Audrey Nelson-Ricks, and Denise Sumlin for their commitment and hard work in completing this rigorous trainer certification process.

The STAR Training, guided by the Office of Vocational and Adult Education, prepares teachers to use evidence-based reading instruction with adult students. Teachers learn how to assess individual student's strengths and weaknesses in reading and target reading instructional activities so that intermediate students reading between 4.0 and 8.9 grade level equivalent can make rapid progress.

For information on the Diagnostic Assessment of Reading Skills, evidence-based reading instruction, and targeted instruction visit this excellent Website <http://lincs.ed.gov/readingprofiles/index.htm>

For more information about the STAR training go to <http://www.startoolkit.org/>

Contact your regional GREAT Center to request STAR Reading Training for teachers in your local program.

Cover Girl at 50

by Nina Hayden

Never in my life, especially not at the age of 50, would I have imagined my face would end up on the cover of a magazine.

I didn't learn to read as a child. School was not my favorite thing. It was a terrifying ordeal to have to face my teachers and classmates everyday without having one of the most basic skills: literacy. The teasing and bullying, the feelings of shame and despair set in as I continued to move up in grade level, but never in my reading and writing abilities. As more and more time passed, and things didn't improve, I eventually gave up on myself, thinking that I would never learn how to read or write.

I grew up, started working, got married and had children like everyone else, except for one thing: I still hadn't learned how to read. I got by ok until I revealed my secret to a co-worker. When my boss found out, I lost my job. A career that I had built up for myself at that company for over six years suddenly disappeared. I felt as if the rug had been taken up from under me.

When I lost my job, I realized that I couldn't hide anymore.

I am blessed that my son and daughter-in-law encouraged me to get help with my reading and writing. That's how I ended up on the doorstep of the Adult Reading Center and in the capable hands of my beloved volunteer tutor Sherry Bolduc. In less than three months of one-on-one tutoring, I had moved up from a 5th

grade to an 8th grade reading and writing level. I can't describe how my world changed after realizing that with help, I could turn my life around.

Not long after beginning my tutoring, the Center was approached by a reporter from *Pearland Focus* magazine to do a story on our agency and our learners. They referred my story to the reporter and to my surprise, I was chosen for an interview. She invited me to her home office for the interview and photo shoot. They glammed up my hair and make up and took photos from the right, the left, posed, un-posed... I felt like a movie star.



The article was featured in the magazine a month later. When I saw my tutor and me on the cover of *Pearland Focus* (see <http://issuu.com/pearlandfocus/docs/septoctpearland10>), I burst into tears. I couldn't contain the happiness and amazement within me.

After the release of this issue, the Center received an outpour of calls from other people like me who needed help, but didn't know where to look or were too scared to find it. Though life has been a struggle, it is in the struggle that we grow.

Out of this experience, I have realized that what has brought me the greatest joy and fulfillment is not that I learned how to read, but that the story I had hid for so long was able to reach out to others like me.

NEW HEALTH LITERACY WEBSITE AND BLOG from Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) invites you to visit **Health Literacy: Accurate, Accessible and Actionable Health Information for All**, the agency's new health literacy web site www.cdc.gov/healthliteracy. The site provides information and tools to improve health literacy and public health and make health information accurate, accessible and actionable for all. The resources are for all organizations that interact and communicate with people about health, including public health departments, healthcare providers and facilities, health plans, government agencies, non-profit, community and advocacy organizations, childcare and schools, the media, and health-related industries. The site features health literacy organizations by state and planning tools to use the National Action Plan to Improve Health Literacy. The health literacy blog <http://blogs.cdc.gov/healthliteracy/> provides a forum for commentary and discussion of vital issues in health literacy improvement. Join CDC in implementing positive changes to improve health literacy.

Houston Community College's GED Transition to Training Initiative

by Barbara Tondre-El Zorkani

Today's reality: Building a college-going culture for young adults who have experienced detours on the road to economic independence takes a collective effort. Periods of unemployment and periodic interruptions in their education make successful transitions to college a serious challenge. Emotional and financial support are critical to student success. For a number of adult learners, Houston Community College (HCC) has come up with an exciting response to learner needs.

HCC recently received an Adult Basic Education Innovation Grant to pilot a program that provides concurrent enrollment in adult education and workforce ready technical courses offered through semester credit or continuing education programs. The grant funds are made available by the Texas Higher Education Coordinating Board, with a focus on preparing educationally disadvantaged, unemployed, and underemployed adults for career path employment and postsecondary education in high demand jobs in Texas.

Grants awarded in this competition focus on vocational English as a Second Language, vocational adult basic education, workforce readiness, entry level job skills training, and level 1 certificate training. As a method of accelerating early workforce entry, HCC offers training in the following high demand, high growth occupations:

Training Area	Commitment	Required Hours/Credits	Course Work	Enrollment Goal
Health Information Specialist	4 months	256 clock hours	HCC – Level 1 Certification	45 students
Computer Support Specialist A+ Certification (CISCO, HP)	9 weeks	72-96 clock hours	HCC – Level 1 Certification	36 students
Heating Ventilation & Air Conditioning Technician-HVAC	2 semesters	26 semester credits	HCC – Level 1 Certification	15 students
Welding Technology Certification (American Welding Society)	2 semesters	26 semester credits	HCC – Level 1 Certification	15 students

Courses are being offered through partnerships with the HCC System – Central, Northeast, and Southeast Colleges (CSS, HVAC, and Welding), the Chinese Community Center (Health Information Specialist), and Literacy Advance of Houston (Volunteer Trainers). HCC anticipates an 80% course completion rate, with 80% unsubsidized employment for those completing the program.

Adult learners must be functioning at the ESL intermediate high or ABE intermediate high level to qualify for participation. Participants are recruited from ABE/ASE and ESL classes at HCC as well as from community-based organizations, with advertising via the HCC website, flyers, and email. Concurrent enrollment in adult education and technical training includes fully paid course materials, tuition, fees, books, and supplies. In addition, critical support services assist students in overcoming obstacles to class attendance and program completion or job placement.

Program sustainability is largely contingent upon both institutional councils and institutional changes. Directors of adult basic education, continuing education, the college testing center, student counseling, support services, and disability services work together on the Transition to Training Council. HCC is also working on institutional changes that will enable students to demonstrate ability to benefit and become eligible for financial aid. Another effort underway involves the waiving or reduction of tuition and fees for ABE students.

For additional information, contact LaShondia McNeal, Program Director, at lashondia.mcneal@hccs.edu.

This article was first published in April 2011 as #55 in the SHOP TALK series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting adult learners' needs for workforce development and successful transitions. For additional information or to request that a particular topic be addressed, contact Barbara Tondre-El Zorkani at btondre@earthlink.net.

I Know I Can

by Maria Salazar

Hi! My name is Maria Salazar. I was born in Hidalgo Mexico in 1980. My family speaks Otomi. I came to the U.S.A. in 1995. I didn't speak English then. I had to work where the people spoke only in Spanish. I thought I didn't need to learn English.

In 1997, I had my first son. I had to go to the clinic. Sometimes, I couldn't communicate. I didn't like going to the store because I couldn't find the things. I didn't like to ask questions. I went to the store to buy and pay only. I didn't speak. I went to buy an English book to study. I started. I didn't finish my study.

When my son started school, I knew they had an English class at his school. I went to ask about the English class, but every time the class was full. They didn't tell me about another place. I didn't ask any more. When I had a meeting or an event in the school of my son, I didn't understand. I didn't worry. After my son started 5th grade in English only classes, I had a conference in English. I had a translator. I thought how much time I lost for not studying English.

In 2008, I was informed about an English class at Odom Elementary. I went immediately to register because I didn't want to be told the class is full. I said to my husband, "I want to study English." He didn't agree. He said, "Did you finish cleaning the house, making the food and taking care of the children in the afternoon?" But my older sister always encouraged me to study English.

I started to study English in September in 2008. I started in the literacy level 1. I started to work on weekends to pay for my book. Since starting to go to the English class, I feel more secure. Now, I can understand a lot of things. I can make appointments by phone. I can order the medicine. When I need to pay my bill, I can say how much I want my money order for. I can fill it out and send it. I can get the envelopes and stamps. When I have a problem in the store or something, I can say what the problem is and what I want. Also I have learned different subjects like math, history, and computers.

My daughter is going into 4th grade. She is in her first year of English only. I had a conference in English only. Now I understand what the teacher says. I can check the homework of my children. I can understand when they are talking between themselves. Now I can check my children's grades on the computer. I learned how to talk to my teenager about drugs, sex, and gangs. I can understand when I have a meeting or an event for my children. I can

understand letters from the school. Also, I have been a volunteer in the reading program at my daughter's school for 3 years in Spanish. My wish is to read in English. Now I can say that I can write, read, and speak a little. I couldn't before. I was shy and embarrassed to speak and made mistakes. Now I am excited about studying English and understanding other people. I still hope to speak better really soon.

I have a little difficulty because I think in Otomi and think in English, but I am proud of what I learned. I have a sister with autism and she learned Spanish, and she did everything like a normal person. I am her number one admirer. One year ago my sister finished adult middle school in Mexico. I admire her for improving herself. Now I know that it is very important to study. I tell my children to study. If I can continue to study, I will, for me and for my children.

About the Author

Maria Salazar is a student at Austin Learning Academy at Odom Elementary. She lives in Austin with her husband and three children.

This article is entirely Maria's own work in English, but it has been edited by her instructor.

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2011 USCAL Conference.

A First: Adult Education Students Attended EPALL VII Conference in El Paso

by Maria Cesnik

In one of the Far West GREAT Center advisory council's quarterly meetings last year, Sara Martinez and Susan Tollefson, both from El Paso Community College, suggested including adult education students as participants in the EPALL VII conference. There was a brief discussion of the pros and cons, but it did not take long for everyone to see the benefits of providing an opportunity for our students to attend the conference.

During the planning phase of the event, we contacted presenters in just about all areas of adult literacy and learning and urged them to submit presentation proposals suitable for students as well as teachers. We wanted students to sit side-by-side with teachers and see first-hand that teachers continue their own education in order to remain energetic, relevant, and current in their work. Presenters responded very positively, so we were able to offer an excellent mix of sessions.

Three El Paso Community College students who had previously completed adult education transition programs prepared a presentation called *Peer Mentors: Former Adult Education Students Planting Postsecondary Seeds*. This particular session was very motivating because it was fully organized and presented by and for students.

We established a much lower registration fee for students so that programs could maximize their dollars by sending a higher number of attendees. As a result, approximately 91 very excited students were able to attend the conference. They represented the Socorro Community Learning Center, the Ysleta Community Learning Center, Canutillo ISD Family Literacy program, and El Paso Community College.

These programs were extremely supportive in recruiting students, arranging for transportation to the conference venue, and encouraging their attendance and participation. The Ysleta Community Learning Center even took a step further by asking their student conference attendees to take good notes and prepare presentations and debriefings for their colleagues back at school.

Additionally, instead of a featured speaker during the luncheon on the second day of the conference, we had local programs bring in a couple of students each to speak briefly about their educational and personal experiences attending classes in the various programs. Haltingly at times, but with determination, these star students spoke about their struggles and their successes as adult

education students. They mentioned the initial fear of returning to school, establishing new routines, and re-learning how to study, but they also spoke of their happiness and pride in achieving their GEDs, growing more confident in their oral English skills, believing in themselves, and making plans to continue learning and achieving. They also expressed their gratitude to their teachers and programs, which was very thoughtful.

At the closing of the conference, participants were asked to fill out evaluations. There was not a single evaluation that was negative regarding the participation of adult education students. One participant wrote, "The addition of students to this conference is great - for many students, the first opportunity to participate in a conference and see that their teachers are learners as well. FANTASTIC Conference!"

Students themselves also completed evaluations. Below are a few samples of their unedited comments:

Did the conference meet your overall expectations?

Yes, it did. Because now I learn many important things that going to do more easy my learning.

It was nice that there were sessions for the students.

What would you recommend for next year's conference?

I'm a student (YCLC). If you can, I would like to you send us invitations for the next conference. I will be pretty glad to be again here.

Comment made for one of the breakout sessions.

(Translated to English): I would have liked this more if it would have been in Spanish. I really like how you explained mathematics. I like this but I don't know English. But I will ask my teacher to teach me like you teach. Thank you.

Their words are loud and clear: attending the EPALL VII Conference was a great opportunity for students to experience an educators' conference, enjoy a different learning environment, and see a little bit of the larger world out there. Hopefully, the seeds planted during that time will eventually bear fruit.

About the Author

Maria is the Far West GREAT Center Coordinator.

Our Citizen of the Year

by Brenda Schofield

Jesús Vasquez left his home and family in Mexico in the 1990's to seek a better life in the United States. He started working immediately, and has been working hard ever since. Jesús met and married his wife, Ofelia, and they now have three children. When Jesús began attending ESL classes a few years ago at the Region 5 ESC Adult Education Center, he spoke no English but was determined to learn to read, write, and speak the language fluently. He and Ofelia still faithfully attend class two nights each week. The Vasquez's three children also come with their parents to the center where they participate in enrichment activities, play educational computer games, and often do their schoolwork in an area set aside for the children of students. Jesús' dedication to learning has paid off. He now reads, writes, and speaks English well. He still writes down every new word that he reads or hears that he doesn't understand and continues to work on his pronunciation. He has developed the skills that he needs in order to communicate very well at work, at school, and anywhere he goes in the community.

Jesús and Ofelia have become a vital and respected part of the local community. They are active participants in their children's education and participate in numerous events throughout the community. Through the adult education center's EL Civics program, Jesús has participated in many charitable causes including collecting and delivering food for Jasper SHARE, a local food pantry for the needy. Whenever there is a local community event, chances are very high that the Vasquez family will be there.

Jesús has built a reputation in the community as a citizen who is always willing at a moment's notice to help anyone who needs him. In addition to participating in ESL and EL Civics activities, Jesús is a member of St. Michael's Catholic Church, the local Knights of Columbus, and is the "Chief Fish Fryer" for many local fund raising and charity events. Proceeds from the Knights of Columbus fundraisers go back into the community to build wheelchair ramps at the homes of disabled citizens. Jesús doesn't stop at raising funds for this mission; as you might have guessed, he also helps to build the ramps. Jesús participates in the Texas "Adopt a Highway" program and helps keep two miles of the highway near his church clean and free of litter. He says that he makes sure to teach his children not to litter, since he sees what damage it does to the environment and to the beauty of the countryside.

A year ago, Jesús began studying to become a United States citizen. In addition to attending English classes two nights each

week, he also began attending citizenship classes, which were also held twice each week. Even though he worked 40–60 hours per week, he continued attending classes four nights each week and rarely missed class. He passed the test on his first attempt in September. He was happy that his boss also rewarded him with a substantial raise. He proudly took the Oath of Citizenship on Friday, September 17, 2010.

Jesús is proud to be one of the area's newest U.S. citizens. He says with a grin, "I had no money when I came to the United States, but now, I've got a few bucks." When I first came to America, I never thought I would be an American citizen. It was a long process, and it was hard work. I am proud to be living in the United States, and I am proud to be a citizen." Jesús says that he enjoys living in America. "Every day I meet more people and make more friends."

In recognition of Jesús' accomplishments and contributions to the community, the Mayor of Jasper declared December 15, "Jesús Vasquez Day." Jesús received the key to the city and a special proclamation in recognition of his achievements and service to the community.

Jesús continues to attend adult secondary-level EL Civics and ESL classes with a goal to make the transition into GED classes. Those who know him don't doubt for a moment that he will achieve that goal, too.

About the Author

Brenda Schofield is the Director of Adult Education for Region 5 ESC.

SAVE THE DATE for the 2012 TALAE Conference!

The 2012 TALAE Conference will be held February 2-4, 2012 at the Crowne Plaza Riverwalk, 111 E. Pecan Street in San Antonio.

The Texas LEARNS Winter Business Meeting is tentatively planned as a pre-conference on February 1.

For more information as the call for presentations and registration are announced, email tcall@tamu.edu to subscribe to one of TCALL's statewide email discussion lists.

I'm a High School Graduate

by Maria Nava

My name is Maria Nava and this is my story. I was born in St. Ana, California on August 2, 1982. I am the oldest of five sisters and two brothers. My family moved to Guadalajara, Mexico when I was a year old. At age five my godparents brought me to live with them in Spring, Texas.

My grade school years were inconsistent. I moved back and forth often between Texas and Mexico. I was about to enter junior high at age twelve when my aunt sent me back to my parents in Mexico. This change was enormous for me as I did know Spanish but it was limited. I wasn't used to being with my siblings. I didn't know them, and they didn't know me either. Even though both of my parents worked, there was never enough money. There were ten people to feed and dress. In fact, it was so financially difficult; I didn't go back to school and my sisters ended up dropping out also.

I started working at age 13. I would baby sit or clean houses. When I turned 16, my aunt called from Spring and asked me if I wanted to come back to Texas. My heart jumped up, and I cried with emotion. I had been waiting so long for this opportunity.

I wanted to go back to school, but I needed to work. I started working at a Subway where I met my future husband. We had our first baby when I was only 18. I was always telling him how I wanted to go back to school, and he always told me, "You will. Your chance is going to come."

We moved to Buffalo, Texas, in August 2003 with our two sons for my husband's new job. We lived on the farm where my husband worked for four years. Then we bought a place of our own. By then, I was getting ready to have my third child.

Our son started school in Buffalo. Mrs. Cobb, Jonathan's teacher, told us about the adult ESL classes which my husband attended until he was severely injured. My friend, Rosy, called me in the summer of 2009 about GED classes. We both started going. I was so excited that I was finally going back to school to get my GED. Every week I was learning something different. I loved it when they gave me different books. After I put the children to sleep, I would grab my book and read. Every free minute, I would grab my books and study.

Mrs. Carter and Mrs. Cobb were always saying to us in the class that we could do it. That's another reason I loved going to classes. They were more than teachers - they were friends. Then one day

Mrs. Carter asked if I would be interested in working as the custodian in school. I had wanted to start working for some time, and I knew this was my chance. Once again my husband supported me. I started working as a custodian, and I was still determined to get my GED.

Then one day Mrs. Ard offered to give me basic computer classes. I wanted to learn the basics of computers so I said, "Yes, ma'am." On Tuesdays from 4:30 to 5:30, I learned about computers, and as soon as we were finished, I would go to my GED classes from 5:30 to 8:00. Tuesdays were very long, but very fulfilling days.

In July, I went to take my GED test, and it felt like it took forever to get my results back. When I finally got them, I was surprised to see that I passed everything except math. I was short by thirty points. I studied again every day.

In November I went to retake math and waited. I checked the mail and finally there was the envelope I had been waiting for. I went straight home and opened it. I was a little scared to see my results. What a big surprise I got when I opened the envelope and saw my GED Diploma. I cried with emotion and happiness. I remember my son Luis saying, "Mom, are you ok?" I hugged him and said, "You remember I was going to school? All that hard work has been worth it. This paper that you see in my hands is my GED Diploma." The best part was when he said to me, "Mom, I'm very proud of you" and gave me a big hug.

When my husband got home, I showed it to him and he cried with emotion. "Maria, I knew you could do it. Now think of what else you want to accomplish."

The next day I took it to work. I couldn't wait to show it to everyone at school. By this time I was working in the school cafeteria. I showed it to Mrs. Carter and she gave me a hug. Then she said to the principal, "Now we need to take her out of the cafeteria."

I was excited showing off my diploma. While in Ms. Cobb's room it came over the loud speaker that Mrs. Maria Nava just received her GED Diploma. I felt kind of embarrassed, but it felt good, too. I was so proud of myself. During the next couple of weeks the principal called me to his office and offered me a position as a teacher aide in the computer lab. I remember the first words that came out of my mouth. "You know that I do not know a lot about computers, right?" He said, "Yes, but we know you are learning,

and we believe you will do a good job.” I agreed to teach the computer classes. I was nervous again about moving to another position in less than a year. I’m still working as a teacher aide in the computer lab. I have learned a lot, and I have more confidence in myself.

In the future, I would love to go to college. Through the computer

aide position, I have learned that I love working with children. I feel blessed and thankful for all of the people that supported me, especially my husband, because without his support, I couldn’t have done it. I’m thankful to have had my wonderful teachers, Mrs. Cobb and Mrs. Carter, and the school board for supporting the adult education programs. My name is Maria Nava. It has been a long, difficult journey, but I am a high school graduate!

Intensive College Readiness Program and Family Support Lead to Mom’s Success

by Nancy Crawford

School had been a rough go for Stephanie Pellegalle almost from the start. She was held back in first grade, then third grade. Her parents weren’t able to help much with school. Her father, a truck driver, was often away from home, and her mother had vision problems that prevented her from being able to read. “I did have a third-grade teacher, that second time, who really cared. She worked with me before and after school, even giving me a ride home when I missed the bus.” With the extra help Stephanie caught up -- for a while.

When high school started, the real trouble began. “Algebra was like Spanish to me,” Stephanie says, shaking her head. “I just couldn’t get it, and there was no one to help me. After awhile, I couldn’t see myself in school. I thought I was ready to get on with my life and get married and have kids.” Her parents let her drop out after she promised to complete high school using homeschooling. “Unfortunately,” says Stephanie, “the homeschooling didn’t really work out.” At 17 Stephanie married, and they started a family, and then came a divorce and a remarriage.

Stephanie loved taking care of her two children and spending time with her four stepchildren, but she knew she wanted more. One day she saw Nancy Crawford, Literacy Council of Tyler (LCOT) Executive Director being interviewed on the news. “I listened to her and knew that LCOT could help me.”

Stephanie enrolled at LCOT in one of our Adult Basic Literacy classes in 2007. Over the next two years, Stephanie came and went, quitting, reenrolling only to quit again. “I think I’ve had every teacher here,” she says, laughing. “I liked the teachers, and I could tell that they really cared. It made me feel bad about quitting, so I always came back.”

Finally, in 2009 her skills were high enough to get her into a GED class and, in the Spring of 2010, Stephanie got her GED. She

immediately enrolled in the new Intensive College Readiness Program. This is an eight-week class to get recent GED students, or students who took a break between high school and college, ready to be successful in college.

Even though Stephanie had passed the GED, her skills, especially math, were still a little low for college. According to the Intensive Program instructor, Rick Swain, “The class was a transformative experience for Stephanie. She not only buckled down and learned the material, she developed a new self-confidence.”

When asked about the Intensive College Readiness Program Stephanie smiles. “I just did everything Mr. Swain said to do, and I learned the material. He made it easy to understand.”

Stephanie attends Tyler Junior College (TJC) now and wants to become a teacher. In fact, she’s now also volunteering at LCOT. “I’d love to come to work at LCOT when I graduate,” she says. Luckily her family has been very supportive, and they couldn’t be prouder. “My kids were used to just seeing me cooking and cleaning and complaining about not having an education. Now that my kids see the confidence this is giving me, they’re working harder in school.” Stephanie goes on to say, “When I dropped out of high school, all I wanted was to get married and be a good mother. But now I know that being well educated *is* being a good mother.”

Two things the story does not tell: Stephanie was reading at a fourth-grade level when she enrolled with us. We put her with a volunteer to improve her reading. Then, we promoted her to GED classes, and she completed her GED. When she finished the College Prep class this past summer, she tested out of Developmental classes and is now in full credit courses at TJC.

About the Author

Nancy is the Executive Director of the Literacy Council of Tyler.

One Hard Decision for a Better Life

by Miguel Tavares

Hello! My name is Miguel Angel Tavares. I'm from Lagos de Moreno, Jalisco, Mexico. I want to tell you about one part of my life.

My story started in May of 2000 when I made the hardest decision of my life. I decided to come to the United States. My decision in that moment was very hard because I had to leave everything – my family, friends, parents, and my job. Although it was hard, I decided to come to this beautiful country.

I didn't know anything – especially the language, and that's the most important thing in order to communicate with other people. I just knew a little bit – like "Good morning," "Good afternoon," "Good night," "Hello," "What is your name?" and some other short words. It was very difficult for me, because I could not speak with anybody; and when somebody spoke with me, I could not understand anything.

When I came from my country, my plan was to look for a better life for me and my family. I had to work very hard day and night to get money for my family.

As time passed, I saw I could only do temporary jobs because I didn't speak English and couldn't communicate with my supervisors and other workers. I realized that to have a better opportunity, I had to learn English. That is when I made the decision to take English classes.

In the beginning, it was very hard for me. When the teacher explained things in the class, it was like everything went around in my head. I didn't understand what the teacher said. Today I am still in school taking an English class.

Every day I learn something new and important in class. That means a lot to me and my family. I am able to help my children with their homework. When their teacher sends a note home, my wife and I can understand what she says.

If you want to have a better opportunity and a better life, the first thing you have to do is learn English. When you learn English, it is like you have a magical key and you can open any closed door. You can find your way past obstacles. For example, because I've learned English, I'm comfortable speaking English to a salesperson and not waiting to speak to someone in Spanish.

I have something very important to tell you: if you want to do

something better in your life, you have to learn English to prepare for the future. If you want to learn English, you can do it. It all depends on you.

I want to finish with special thanks to many people. I thank my teachers because they were a very important part of my life in school. I know if they hadn't taught me what I know, I could not write these lines. I want to say thank you to all the staff of Irving.net at Nimitz High School. Thank you very much for offering this English class to people like me. I hope you continue with this program to help other people learn English. Thank you very much.

About the Author

Miguel and his wife have two children. He was recently promoted at his job because of his ability to communicate in English and meet customer needs. He plans to continue his study of English and work toward getting his GED. It is likely that Miguel will continue writing. When he read this story to his children, they asked him to write about meeting and marrying their mom. He now has his next writing assignment – at the request of his children.

SAVE THESE DATES!

July 12, 2011 - **U.S. Citizenship & Immigration Services (USCIS) hosting Free Citizenship, EL Civics & ESL Teacher Training Workshop** (Round Rock)

July 14, 2011 - **USCIS Free Citizenship, EL Civics & ESL Teacher Training Workshop** (Harlingen)

July 26-28, 2011 - **Summer Adult Education Administrators' Institute** (Galveston)

August 8-9, 2011 - **Literacy Texas Annual Conference** (Austin)

October 15, 2011 - **TexTESOL IV Regional Conference** (Houston)

October 27-29, 2011 - **TexTESOL State Conference** (Austin)

October 30-November 4 - **American Association for Adult & Continuing Education (AAACE) Annual Conference** (Indianapolis, IN)

See the **TCALL website** (www-tcall.tamu.edu)
calendars for more information
on these and many other events.

I'm On The Way

by *Silvia Olivares*

Before enrolling in Adult Education, English as a Second Language I felt very frustrated because when I came to the U.S.A. I started to work in a restaurant with people who only spoke English; sometimes they made fun of me. That is the main reason for me to make the decision to start to learn English, but the transition didn't last long because I was pregnant. So I quit my English classes, and I only devoted myself to my family.

Two years ago I moved to Buda. My children were 3 and 18 months old. I realized that I didn't want to be at home with my children all day. I was interested in learning something to teach them, so I started to look at some places to go with them.

Finally, I found an excellent place to go with my kids, Austin Learning Academy. It was very good because I could learn English and my children also learned many things, such as good behavior, and they could be more independent.

This type of program changed my family life a lot. We experienced a big difference since we started to attend the classes. I received a lot of information that is good for my family. We learned strategies to be

better parents, to be involved more at my children's school, and to be happier.

Now we notice the change in my kids. They are very successful in their school. They are very interested in learning. They show self-control and also they are happy children.

For myself I'm going step-by-step in learning English, but I feel more confident when I need to speak English. I know that the apprenticeship never ends, but being in this program, I'm on the way.

Because I decided to move to the U.S.A. to have a better life, I should continue to study English and enroll in a college to obtain a degree.

About the Author

Silvia Olivares is originally from Comonfort, Guanajuato, Mexico. She lives in Buda with her husband and two children. She attends Austin Learning Academy with her daughter Sarianeht, two sisters, two nieces and her sister-in-law. This essay is entirely her own work with only minor editing by her instructor.

Nothing is Impossible

by *Iris Negreros*

My name is Iris Negreros and I was born in Puebla, Mexico. When I was sixteen years old I came to the United States with my father and my sister. I stopped going to high school because I wanted to come to the United States. I was only here for three months because I missed my mom a lot. After three months, I went back to Mexico and started school again.

Six years later I came back to the United States, and I looked for a job. My first job was in a Mexican restaurant. I worked there for five years. After that I met my future husband, and two years later, in 1997, I got married. We only had a civil ceremony, because we didn't have a lot of money for a big party.

My husband started a landscape business, and I worked for only a year more, because in 1999 I had my first son, and I needed to take care of him. Now I have three children. The oldest one is twelve, the middle one is ten years old, and the youngest five. My husband is still doing landscaping.

In 2008 I decided to come to Spring Branch Parent Center to learn English in ESL class, because I wanted to become a citizen, and I needed more English to understand the test. Last year I passed the test and now I'm a citizen!

Last December my family and I went to Mexico to finally have our dream wedding in a religious ceremony. On this day all of my family and his family got together to celebrate this special day. I was very happy because after thirteen years, we finally got the wedding that I dreamed about.

I still study English, and last March, I got my high school diploma! I want to continue studying English because I need more English, and also because I want to become a teacher's assistant. I hope someday, I can make my dream a reality. My English teacher is Sandy Stevens; she has helped me a lot these last two years, because she has always had the right answer to all my questions. I would like to thank Mrs. Sandy for being my wonderful teacher!

Teacher's Note: *Iris has been in my class for two years now, and I have been able to observe her many successes first hand. I wish I had the right answer to every question! I think that what I really do is not give them answers so much as help them see that they already know a lot of the answers. They just have to believe in themselves. Iris is a beautiful woman. It was her and her husband's hard work in this country that enabled her to be a beautiful bride for the second time!*

We'd Like You to Meet Robert and His Student, Chris

Reprinted from Literacy Council of Tyler Newsletter, Winter 2011

Robert Hughes has a heart for helping others. He has been a foster parent, teaches Sunday school at his church, and has volunteered for PATH, Tyler Police Department, Hospice, and, for the past three years, Literacy Council of Tyler.

In the years Robert has been a volunteer tutor for LCOT, he has taught several students at different levels, including basic literacy, GED preparation, and even ESL (English as a second language). For the past year and a half, Robert has been tutoring basic literacy student Chris Smith. "Tutoring Chris has been a pleasure. He's been an exceptional student," Robert says. "He is so eager to learn." Robert smiles as he talks about Chris's dedication to improving his education level. "I have to give Chris all the credit," Robert says. "The classes are only two hours, but he always wants to stay for three. He even asks for extra homework every week."

Talking to Robert, you can tell from his ready smile that he truly enjoys the time he spends working with Chris. Like many of our volunteers, Robert has found that helping undereducated adults reach their potential is extremely satisfying. "I really enjoy volunteering here," Robert says. "I'm always telling people they should come and volunteer at LCOT."

Thank you, Robert for your help with Chris and the other students you have worked with, and thank you to all the LCOT volunteers. Every day we see the difference you are making in our students' lives.

For most of his life, thirty-four year old Chris Smith had a secret. His family knew, of course, but Chris worked hard to keep this secret from his teachers and later from his employers.

Chris Smith couldn't read.

He hid it well; Chris graduated from Robert E. Lee High School

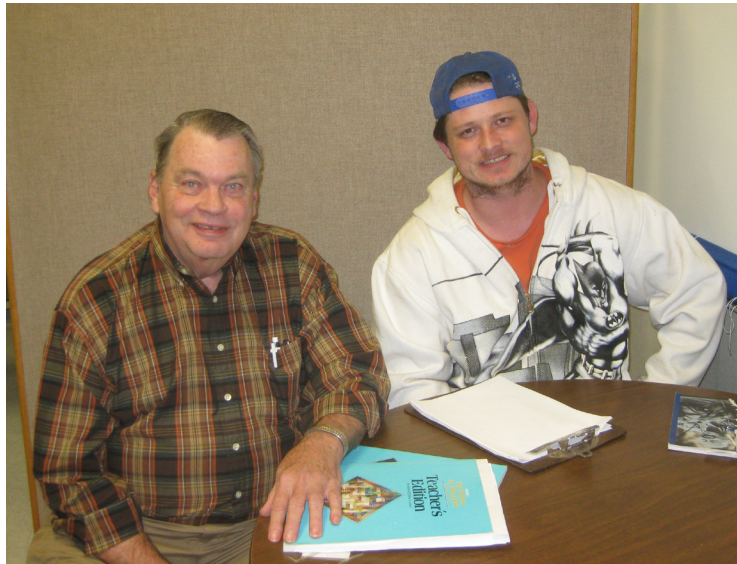
and has held a variety of jobs including working machinery, driving a truck, driving a forklift, and painting houses. He has even assembled furniture and built computers from discarded components, but his inability to read has kept him from achieving his potential.

In March of 2009, Chris decided that he had hidden this problem long enough. It was time to do something about it, so he came to Literacy Council of Tyler for help. He was put in a basic literacy class and has been coming faithfully every week, staying late most days to put in extra work with his tutor, and taking work home to finish. "I tried to learn to read before, but I would always quit before I really got into it," he says. "I'm doing it for myself this time, not for anyone else."

When asked about how he managed to hide his reading difficulty in high school, he shrugs it off and claims that he was a good guesser. Then he says, "If we had a spelling test, I would take home the words and memorize them. As long as the teacher went in order, I got them all right. Of course sometimes they skipped around on the list, but mine would still be in order. I think then they knew what I'd done."

When he got out of school and started work it was more of the same. "I did okay at jobs until it got to be time to do paperwork. Then it seemed like once they figured out I couldn't read, they'd start writing me up for things and before you know it, I'd be unemployed." Although Chris is a hard worker and has had many jobs, he found that they were getting harder to come by. "It's hard now," he goes on to say. "Employers won't let you take applications home anymore. Or you have to apply there, online."

Chris's goal right now is a simple one: he'd like reading to no longer be an issue. He wants to be able to do whatever paperwork is required at a job and to be able to pick up a book and read it, start to finish. With his love of learning and his hard work and dedication, we have no doubt he'll reach his goal. Good job, Chris!



Robert Hughes and Chris Smith

Welcome to Our Library. . .

Librarian Susan Morris and her staff are ready to fill your order for Clearinghouse Library resources. Call them at 800-441-READ (7323) or email tcall@tamu.edu to request materials by mail or information on the Library's services.

In this issue, we are highlighting many of the loan resources added to our library in the past year, which have not yet been featured in The Quarterly.

ADULT BASIC EDUCATION & LITERACY

Culturally Responsive Literacy Instruction. Algonzine, Bob and O'Shea, Dorothy J. and Obiakor, Festus E. (2009). Thousand Oaks, CA: Corwin Press. This book helps improve reading achievement for students from diverse backgrounds with research-supported practices and culturally responsive interventions in phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension.

The Fluent Reader: Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension, Second Edition Rasinski, Timothy (2010). New York, NY: Scholastic Professional Books. Looking for new ways to teach reading? This book can help. It opens with a research-based rationale for teaching oral reading, stressing the connections among word recognition, fluency, and comprehension. From there, Rasinski provides the strategies themselves read aloud, repeated reading, performance reading, and many more. In this fully revised and updated second edition, Tim Ransinski presents fluency research and shares fluency practices to integrate into a balanced reading program.

Focus on Phonics. Rice, Gail V. (2011). Syracuse, NY: New Readers Press. Focus on Phonics compliments Laubach Way to Reading (a separate TCALL title) by reinforcing sound-symbol relationships. It uses a word-pattern approach that helps students sound out and spell new words. It can be used alone or with any core series to help students build a solid foundation in phonics skills. This set has 4 student workbooks and 4 teacher's editions. The workbooks have sounds and names of letters; short vowel sounds and consonant blends; long vowel sounds; and other vowel sounds and consonant spellings. Reading Levels: 0-4. Set of eight books is available on loan to Texas educators ONLY.

Laubach Way to Reading. Laubach, Frank, et al. (2011). Syracuse, NY: New Readers Press. The Laubach Way to Reading is a series of manuals especially designed for teaching English to speakers of other languages (ESOL), particularly to functionally illiterate adults. The teacher's manuals provide a comprehensive beginning English program in listening, speaking, reading, and writing skills. Included in each single-level loan set is a skill book, a student workbook, a teacher's manual, a reader, and an additional reader titled *In the Valley* and a *Focus on Phonics* book. Each level (1 through 4) is a set of six books, available on loan to Texas educators ONLY.

Mindful of Words: Spelling and Vocabulary Explorations 4-8. Ganske, Kathy (2008). New York, NY: The Guilford Press. Providing tools to enhance upper-level spelling and vocabulary instruction, this book features more than 120 reproducible sorting activities and games. It offers specific suggestions for helping students build mastery of vowel

patterns, syllable structure, syllable stress, consonant and vowel alternations, compound words, prefixes, suffixes, and word roots. Also featured are "Did You Know?" sections with stories about specific words; tips from teachers at different grade levels; discussions of idioms; literature recommendations; and lists of vocabulary related to social studies, science, and math.

Tutor: A Collaborative, Learner-Centered Approach to Literacy Instruction for Teens and Adults, Eighth Edition. Cheatham, Judy Blankenship and Smith Corinne and Root, Jane (2009). Syracuse, NY: Literacy Volunteers of America, Inc. This text provides approaches and techniques with step-by-step instructions for tutoring basic literacy on a one-to-one basis or in a small group setting. Techniques have been adapted for the use of non-professional as well as professional tutors. The techniques explained have emerged from a combination of practical experience and academically tested theory. Emphasis is given to six areas: 1) tutoring as a collaborative process; 2) the learner-centered approach; 3) early introduction process writing; 4) techniques to use with real-life materials; 5) how adults learn; and 6) assessment as an ongoing process.

Word Strategies: Building a Strong Vocabulary. Giannotti, Janet (2007). Syracuse, NY: New Readers Press. Reading Levels: 3-6. This two book set presents effective strategies for expanding vocabulary. It focuses on high-frequency terms to effectively teach words in a variety of contexts. Students study definitions, initializations, abbreviations, and compound words. The lower level book (high beginning) offers dialogs and narratives from everyday life, such as TV, the weather, and sports. The higher level book (low intermediate) presents narratives.

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, Fourth Edition. Bear, Donald (2008). Upper Saddle River, NJ: Pearson Prentice Hall. Words Their Way's instructional approach has provided a practical way to study words with students. The keys to this research-based approach are to know your students' literacy progress, organize for instruction, and implement word study. This book and the DVD and CD-ROM that accompany it gives you the tools you need to carry out word study instruction that will motivate and engage your students, and help them to succeed in literacy learning. Ordered in a developmental format, Words Their Way complements the use of any existing phonics, spelling, and vocabulary curricula. Set of book and CD is available on loan to Texas educators ONLY.



HIGH-INTEREST BOOKS FOR NEW READERS

The Hangman. Penny, Louise (2010). Alberta, Canada: Grass Roots Press. On a cold November morning, a jogger runs through the woods in the peaceful Quebec village of Three Pines. On his run, he finds a dead

HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?

Books and other resources described in the Library section may be requested for a 30-day loan. We will mail each borrower up to five loan items at a time (just two for first-time borrowers), and even include a postage-paid return address sticker for mailing them back to us! Borrowers must be affiliated with a non-profit program providing adult or family literacy services. Annotated bibliographies of our entire library of resources are available in hard copy by request, and the library can also be searched in 'real time' on our website (www-tcall.tamu.edu). Call 800-441-7323 or email tcall@tamu.edu to check out materials described here or to request hard copy listings of even more resources.

man hanging from a tree. The dead man was a guest at the local Inn and Spa. He might have been looking for peace and quiet, but something else found him. Something horrible. Did the man take his own life? Or was he murdered? Chief Inspector Armand Gamache is called to the crime scene. As Gamache follows the trail of clues, he opens a door into the past. And he learns the true reason why the man came to Three Pines. Written on a 3rd grade level.

In From the Cold. Ellis, Deborah (2010). Alberta, Canada: Grass Roots Press. Rose and her daughter Hazel are on the run in a big city. During the day, Rose and Hazel live in a shack hidden in the bushes. At night, they look for food in garbage bins. In the summer, living in the shack was like an adventure for Hazel. But now, winter is coming, and the nights are cold. Hazel is starting to miss her friends and her school. Rose is trying to do the right thing for her daughter, but everything is going so wrong. Will Hazel stay loyal to her mother, or will she try to return to her old life? Written on a 4th grade level.

Pete's Place. Leonard, Elise (2010). Tampa, FL: Nox Press. This series is written for Flesch-Kincaid 0.9. Pete drives a lunch truck. He's a nice enough guy, but there's something about him that makes his customers wonder. And what's with the bullet holes all over the truck? Follow along with Pete to find out what is going on.

The Picture of Nobody. Maharaj, Rabindranath (2010). Alberta, Canada: Grass Roots Press. Tommy lives with his family in Ajax, a small town close to Toronto. His parents are Ismaili Muslims who immigrated to Canada before Tommy was born. Tommy, a shy, chubby seventeen-year-old, feels like an outsider. The arrest of a terrorist group in Toronto turns Tommy's world upside down. No one noticed him before. Now, he experiences the sting of racism at the local coffee shop where he works part-time. A group of young men who hang out at the coffee shop begin to bully him. In spite, Tommy commits an act of revenge against the group's ringleader. Written on a 5th grade level.

Shipwreck. Jennings, Maureen (2010). Alberta, Canada: Grass Roots Press. A retired police detective tells a story from his family's history. This is his story...On a cold winter morning in 1873, a crowd gathers on the shore of a Nova Scotia fishing village. A stormy sea has thrown a ship onto the rocks. The villagers work bravely to save the ship's crew. But many die. When young Will Murdoch and the local priest examine the bodies, they discover gold and diamonds. They suspect that the shipwreck was not responsible for all of the deaths. With the priest's help, Will- who grows up to be a famous detective- solves his first mystery. Written on a 5th-6th grade level.

The Smith Brothers. Leonard, Elise (2009). Tampa, FL: Nox Press. The five-book Smith Brothers series is intended for low readers (Flesch-Kincaid 0.2 to 0.5). Struggling readers will enjoy this funny series about

four very different brothers who were adopted out of the foster care system right before they aged out and now are trying to run their adoptive parents' PI business on their own. Join these four crazy guys as they bumble along and attempt to solve their cases.

The Stalker. Anderson-Dargatz, Gail (2010). Alberta, Canada: Grass Roots Press. Very early one Saturday morning, Mike's phone rings. "Nice day for a little kayak trip, eh?" says the deep, echoing voice. "But I wouldn't go out if I were you." Mike's business is guiding visitors on kayak tours around the islands off the west coast. This weekend, he'll be taking Liz, his new cook, and two strangers on a kayak tour. Soon, his phone rings again. "I'm watching you," the caller says. "Stay home." Mike and the others set off on their trip, but the stalker secretly follows them. Who is he? What will he do? The Stalker will keep you guessing until the end. Written on a 4-5th grade level.

ENGLISH AS A SECOND LANGUAGE

Communication Spotlight: Speaking Strategies and Listening Skills Cleary, Chris, Editor (2007). San Francisco, CA: ABAX ELT Publishers. With 3 reading levels (starter, high beginner, pre intermediate) this set helps students control their communication and focuses their attention on the skills of listening and speaking. The books contain strategies to confirm or clarify what is being said or heard, to maintain and develop conversations, to help with fluency, to compensate for a lack of language, to improve memory and more. Each book comes with an audio CD. Set of three books and three audio CDs is available on loan to Texas educators ONLY.

English for Work Activities: A Picture Process Dictionary. Stafford-Yilmaz, Lynn and Zwier, Lawrence J. (2004). Syracuse, NY: New Readers Press. Written for high-beginning to intermediate level, this title brings workplace language to life. It helps students talk about starting a new job, starting and ending a workday, work safety, work breaks, getting a uniform, using a cash register. The picture-process dictionary format focuses on activities. The audio CD provides spoken captions and dialog. Each lesson show the steps involved in completing a common workplace activity and includes a key vocabulary sidebar with definitions for specialized terms.

I Speak English: A Guide to Teaching English to Speakers of Other Languages - Listening, Speaking, Reading, Writing, Fourth Edition Colvin, Ruth Johnson (1997). Syracuse, NY: New Readers Press. This guide to teaching ESOL students listening, speaking, reading, and writing covers such topics as contexts of language learning, culture, learning styles, characteristics of adult tutors and learners, and integrating reading and writing into lessons. It guides instructors in helping non-English speaking students move quickly from controlled language to spontaneous language, thus providing opportunities for real-life expression.

Improving Education for English Learners: Research-Based Approaches. Ong, Raye, Editor (2010). Sacramento, CA: California Department of Education. This volume provides a review and analysis of research evidence on improving educational outcomes for English learners. Six chapters, written by teams of well-known and respected researchers and practitioners, address critical questions for educators about optimizing English language and literacy development and content instruction. This publication is intended to assist school districts in the design, implementation, and evaluation of programs for English learners. Chapters are directed to an audience of classroom teachers, resource teachers, administrators, teacher educators, and providers of professional development. Program designers and policy makers are also likely to find the publication helpful.

Life Skills Words. Hines, Marcella, Editor (2009). Scottsdale, AZ: Remedial Publications, Inc. Essential vocabulary for five different life skills areas is presented in a real-life context. The vocabulary is reinforced through practical, fun, easy-to-use activities. Exercises emphasize word pronunciations, definitions, spelling, problem solving, and more. The five areas are Restaurant, Department Store, Computer, Supermarket, and Survival. The reading level is intermediate.

New Land, New Language. Berger, Maxine and Siegel, Martha (2007). Syracuse, NY: New Readers Press. Written for high beginning to low intermediate reading levels this book is based on stories and photos from the archives of New York City's Lower East Side Tenement Museum. It brings to life the common experiences of past and present immigrants. Students read about a real 20th century immigrant family in each thematic lesson; period photos bring the readings and the characters to life. There are 10 thematic lessons with 2 resource lessons, one on using information resources and the other on getting a job. It contains grammar, vocabulary and reading comprehension exercise, critical thinking and writing activities, and discussion questions. There are activities for learners to give oral and written advice to a character, predict a character's thoughts or actions, and make inferences.

Pronouncercizing: A Whole-body Approach to Learning the Sounds of North American English. Alexander, Millicent (2002). Los Angeles, CA: Powerhouse Publishing. Pronouncercizing provides an innovative approach to learning the sounds of North American English at Reading Levels Literacy through Advanced. It helps develop new patterns of mouth-muscle coordination and strength; it aids in remembering a sound or a series of sounds. A resource DVD and a classroom DVD demonstrate each movement and its application. The teacher's book presents simple illustrations to detail how to make each movement. Set of book and two DVDs is available on loan to Texas educators ONLY.

Pronunciation Pairs: An Introduction to the Sounds of English Second Edition. Baker, Ann and Goldstein, Sharon (2008). New York, NY: Cambridge University Press. Reading Levels: High-Beginning-Intermediate. This second edition promotes active listening and interactive speaking. It includes dialog, games, puzzles, and conversations. Students may practice pronunciation of individual sounds plus correct stress and intonation. Set includes Teacher's Manual, Student workbook, audio CD and is available on loan to Texas educators ONLY.

Top-Up Listening. Jamall, Maurice, Editor (2007). San Francisco, CA: ABAX ELT Publishers. This three-book series teaches students to be

better listeners. Lessons are taught in real world contexts giving students the chance to hear English as it is naturally used. Students practice prediction, inference, listening for specific information, and more. Reading levels: Beginning to Low Intermediate. Set of three books with audio CDs is available on loan to Texas educators ONLY.

FAMILY LITERACY

How to Talk so Kids Will Listen Video DVD Series. Kentucky Educational Television (1991). Lexington, KY: Kentucky Educational Television, The Kentucky Network. Based on the best-selling book, "How to Talk So Kids Will Listen and Listen So Kids Will Talk," this video series offers parents and caregivers effective, innovative ways to communicate with children. The book's authors (Adele Faber and Elaine Mazlish) host the video series, leading a group of parents in learning how to build better relationships with their children. The techniques they explore include those that help parents hear and understand their children's concerns, elicit cooperation without nagging, find alternatives to punishment, and help their children attain positive self-image. Each of the six videos is 30 minutes long. Books include the leader's guide and the participant's workbook. Set of two books and two DVDs is available on loan to Texas educators ONLY.

Language is the Key: Talking and Books, Talking and Play Washington Research Institute (2006). Seattle, WA: Washington Learning Systems. DVDs focus on the importance of learning to communicate from birth and the early years, with numerous examples. One DVD looks at play as a learning time and the other looks at using picture books. Both DVDs outline and drill on the appropriate adult interactions to reinforce the child's learning. The booklet has a user guide and reproducible handouts. Set of two DVDs and booklet is available on loan to Texas educators ONLY.

Lifelines. Ford, Joan Riley (2003). Pasadena, CA: INTELECOM Intelligent Telecommunications. Real learners deal with real-life issues in these compelling videos that help learners enhance problem-solving skills, language development, basic math, and parenting skills. In ten half-hour documentaries, Lifelines traces the lives of families from different backgrounds, allowing learners to share the experiences of others who are struggling with family issues and making progress. The real-life approaches of Lifelines, combined with the stories presented in the companion series, Madison Heights (another TCALL title), motivate and encourage adults in the classroom or at a distance to continue their studies and achieve their goals. The set consists of 10 DVDs, a teacher's resource book, and 2 workbooks. Set of three books and ten DVDs is available on loan to Preferred Borrowers ONLY. (Ask us how to become a Preferred Borrower!)

Madison Heights. Intelcom (2002). Pasadena, CA: Intelcom Intelligent Communications. Dramatic videos explore situations common to at-risk families, prompting discussions about important issues facing families. Course components include: ten half-hour dramatic video episodes, two correlated worktexts, and teacher's resource book. Closely correlated print materials promote critical thinking and problem solving skills; help adult learners improve their ability to read, write, and speak; and provide experiences that empower adults in their roles as parent, worker, and member of the community. Set of 3 bks and 10 DVDs: **Loan Item for Texas Educators ONLY.**

Parents Plus Schools Equals Successful Children Practitioner Guide. Hasson, Deborah J. (2008). Louisville, KY: National Center for Family Literacy. In 2008 the National Center for Family Literacy launched a new set of products titled “Parents + Schools = Successful Children” for National Family Literacy Day on Nov. 1. The materials are designed specifically for Hispanic families. The family literacy materials are patterned after comic books and graphic novels referred to as foto-novelas that are extremely popular in Spanish-speaking cultures. NCFL believes the innovative materials will be more effective than traditional literacy materials in helping Spanish-speaking families improve their English skills and increase their involvement in their children’s education. The product features two bilingual foto-novelas for parents titled “Get Involved!” (Involúcrate!) and “Reading at Home” (Lectura en el hogar); a practitioner guide with lesson plans and activities for adult ESL and native language use; and two web-based flash movies based on the two foto-novelas with audio in English and Spanish, which will be available on NCFL’s Web site, www.familit.org/foto. Binder is available on loan to Texas educators ONLY.

MATH & NUMERACY

Math in Everyday Life, Third Edition. Newton, David E. (2001). Portland, ME: Walsh Publishing. Reading Levels: 8-9. Students practice using realistic forms and work sheets to learn to apply basic math skills to all aspects of life. The lessons include exercises involving online shopping, electronic banking, IRAs, new tax information, and more. The lessons present realistic simulations of home expenses and income. The set includes a student book and a teacher’s guide.

The Sticky Problem of Parallelogram Pancakes & Other Skill-Building Math Activities. Ruopp, Faye Nisonoff and Poundstone, Paula (2006). Portsmouth, NH: Heinemann. Whether your students need a curricular supplement, a summer review package, or an opportunity to do math at home with parents, humor them with “Math with a Laugh.” “Math with a Laugh” brings together math practice and comedy offering students and teachers funny and functional skills-development experiences. Math teacher Faye Nisonoff Ruopp provides problems crafted to help children strengthen their mathematical thinking. Faye’s former student, star comedian Paula Poundstone, sets the problems within funny stories entertaining to read and solve. In “The Sticky Problem of Parallelogram Pancakes” fourth and fifth graders solve a variety of developmentally appropriate problems involving number sense, geometry, measurement, algebra, data, and probability. Each problem links directly to state and national standards and increases students’ capabilities with foundational and computational principles. The “Math with a Laugh” series reinforces basic skills and improves retention in class, over the summer, or at home. Ruopp’s teaching notes provide answers and help you reinforce the concepts behind the problems, then extend them into other mathematical learning.

Venn Can We Be Friends & Other Skill-Building Math Activities. Ruopp, Faye Nisonoff and Poundstone, Paula (2006). Portsmouth, NH: Heinemann. Whether your students need a curricular supplement, a summer review package, or an opportunity to do math at home with parents, humor them with “Math with a Laugh.” “Math with a Laugh” brings together math practice and comedy offering students and teachers funny and functional skills-development experiences. Math teacher Faye Nisonoff Ruopp provides problems crafted to help children strengthen

their mathematical thinking. Faye’s former student, star comedian Paula Poundstone, sets the problems within funny stories entertaining to read and solve. In “Venn Can We Be Friends?” sixth and seventh graders solve a variety of developmentally appropriate problems involving operations with fractions and decimals, applying order of operations, solving linear equations, graphing Cartesian coordinates, determining surface area and volume, and graphing statistical data. Each problem links directly to state and national standards and increases students’ capabilities with foundational and computational principles. The “Math with a Laugh” series reinforces basic skills and improves retention in class, over the summer, or at home. Ruopp’s teaching notes provide answers and help you reinforce the concepts behind the problems, then extend them into other mathematical learning.

Write Math Answers to Open-Ended Questions in Algebra. New Readers Press (2007). Syracuse, NY: New Readers Press. Written on a reading level of 6-10, this series teaches how to answer open-response questions with a focus on Algebra. Every lesson contains two pages of practice problems that build critical thinking and reasoning skills. It is ideal for meeting the individual needs of ESL students, special needs students, reluctant learners, and struggling readers. The 5 book series covers: powers and exponents, variables and expressions; graphs of functions, one step inequalities; slope and equations of lines; quadratic equations; variation and inverse variation. Each student book comes with a teacher’s guide.

You Can’t Keep Slope Down & Other Skill-Building Math Activities. Ruopp, Faye Nisonoff and Poundstone, Paula (2006). Portsmouth, NH: Heinemann. Whether your students need a curricular supplement, a summer review package, or an opportunity to do math at home with parents, humor them with “Math with a Laugh”, which brings together math practice and comedy offering students and teachers funny and functional skills-development experiences. Math teacher Faye Nisonoff Ruopp provides problems crafted to help children strengthen their mathematical thinking. Faye’s former student, star comedian Paula Poundstone, sets the problems within funny stories entertaining to read and solve. In “You Can’t Keep Slope Down” eighth and ninth graders encounter age-appropriate problems involving ratios and proportions, simplification of numerical expressions, identification of the meaning of variables and constants, the solving of polynomials and quadratics, the application of the Pythagorean theorem, and the measurement of central tendency in a dataset. Each problem links directly to state and national standards and increases students’ capabilities with foundational and computational principles. The “Math with a Laugh” series reinforces basic skills and improves retention in class, over the summer, or at home. Ruopp’s teaching notes provide answers and help you reinforce the concepts behind the problems, then extend them into other mathematical learning.

ONLINE LEARNING

Engaging the Online Learner: Activities and Resources for Creative Instruction. Conrad, Rita-Marie and Donaldson, J. Ana (2004). San Francisco, CA: Jossey Bass. The authors provide an innovative framework—the Phases of Engagement—to help instructors become more involved as knowledge generators and co-facilitators of a course. The book also provides specific ideas for tested activities (collected from experienced online instructors across the nation) that can go a long way to improving online learning. This resource offers the tools and information

needed to: convert classroom activities to an online environment and use online activities in a classroom-based course; assess the learning that occurs as a result of collaborative activities; phase in activities that promote engagement among online learners; help online learners use online tools; build peer interaction through peer partnerships and team activities; create authentic activities; and implement games and simulations.

Online and Social Networking Communities: A Best Practice Guide for Educators. Kear, Karen (2011). New York, NY: Routledge. The primary focus of the book is the practice of online learning and teaching, but this is grounded in a discussion of research in this area. Book includes coverage of: wikis, forums, blogging, instant messaging, Second Life, Twitter, desktop video conferencing, social networking sites such as Facebook. The aim is to enable readers to develop an informed and critical approach to online collaborative learning, and to the communication tools that can support this. A feature of the book is the use of case studies that are used to illustrate the ideas introduced in the main text, and to demonstrate how the ideas apply in a practical context.

The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips. Boettcher, Judith V. and Conrad, Rita-Marie (2010). San Francisco, CA: Jossey Bass. The Online Teaching Survival Guide offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a four-phase timeline that covers the lifespan of a course. The book includes information on a range of topics such as course management, social presence, community building, and assessment. Based on traditional pedagogical theory, this guide integrates the latest research in cognitive processing and learning outcomes. Book is available on loan to Texas educators ONLY.

Teaching Online: A Practical Guide, Third Edition. Ko, Susan and Rossen, Steve (2010). New York, NY: Routledge. Pocket-sized book is a portable guide for instructors teaching distance learning courses or instructors supplementing a traditional classroom with online elements. This book can be used as either a course text or a professional resource. Written by authors who have both taught online courses and trained hundreds of faculty to teach online, the text serves as a pedagogical "how-to," addressing instructors' most commonly asked questions and concerns. Its informal style reassures readers that they do not have to be technology professionals to make the transition to the world of online teaching. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication.

WRITING INSTRUCTION

Fundamentals in the Sentence Writing Strategy. Schumaker, Jean B. and Sheldon, Jan B. (1999). Lawrence, KN: The University of Kansas. The set includes the instructor's manual and the student materials. They are designed to be used together to provide additional instruction to students in the strategy of writing sentences. Set of two books is available on loan to Texas educators ONLY.

Read It, Write It: How to Write Short and Extended Responses to Open-Ended Questions. Wooton, S. Dean (2007). Syracuse, NY:

New Readers Press. Two student books and a teacher's guide help students answer open-response questions. Students follow a 4-step process to write short and extended responses. Three levels make the series adaptable to all learning situations, intervention programs, and multilevel classes. The introductory book is for reading levels 5-6. The advanced student book is for reading levels 9-10. The advanced level has a teacher's guide.

Writing To Others, Second Edition. Cook, Cheri (2006). Syracuse, NY: New Readers Press. Reading Level: 5. Students practice everyday writing in real-life situations. Structured, nonsequential lessons explain different types of writing, and then provide examples and applications. Exercises practice the kinds of writing found in real life. Lessons begin by describing the type of writing, the intended audience, and the purpose of the writing. It includes lessons on writing notes and invitations, business letters and resumes, want ads, emails, blogs, and more.

Writing Well: Write, Revise, Succeed! Wilson, Libby (2006). Syracuse, NY: New Readers Press. This book helps students practice the skills of writing, revising, and working with others. Each chapter is built around the story of an adult who overcame personal struggles to get an education and succeed in life. Exercises include a variety of genres, such as personal narratives, stories, persuasive texts, summaries, and essays. Using process writing steps, students progress from simple to increasingly complex writing assignments. Reading levels 5-7.

RESOURCES FOR TEACHING A WIDE RANGE OF ADULT LEARNERS

American Lives: Readings and Language Activities. Forman, Gail Feinstein (2005). Syracuse, NY: New Readers Press. Reading Levels: 3-8. This three level series is intended for adult learners in ESL and ABE classes. Each book contains 15 lessons based on profiles of individuals who represent key periods in American history. The people featured in the profiles include famous and lesser-known Americans, both native-born and immigrants. Each lesson includes a photo, pre-reading questions, comprehension activities, vocabulary practice. A map, time line, or chart-based activity connects each lesson's theme to the present day. Set of four books is available on loan to Texas educators ONLY.

Connecting Diverse Cultures: A Video Guide for A New Day and Be Who You Are. Abrams, Dani M. (2010). Washington, DC: Center for Applied Linguistics. These videos were created to assist refugees and refugee providers in learning about adjustment of refugee families and refugee youth to their new lives in the United States. Topics include family adjustment; discipline; school life; home life; and learning English. A New Day runs 24 minutes. Be Who You Are runs 9 minutes. The guide has been developed to accompany the DVD and can be used as an entire unit or in parts. Book and DVD set is available on loan to Texas educators ONLY.

Differentiated Instructional Strategies in Practice: Training, Implementation, and Supervision, Second Edition. Gregory, Gayle (2008). Thousand Oaks, CA: Corwin Press. Gregory's resource offers step-by-step training, support, and evaluation tools for the entire professional learning community of every school working to implement differentiated instruction to help all students learn and succeed.



“The materials arrived superfast and are very applicable to our program.”

Roxann Gleason
Director, Adult Basic Education
Coastal Bend College

Free Things to Send For . . .

In this issue, we are highlighting some of the many free resources added to our library in the past year, which have not yet been featured in The Quarterly.

ENGLISH AS A SECOND LANGUAGE

African American Men, Identity, and Participation in Adult Basic and Literacy Programs. Drayton, Brendaly and Prins, Esther (January 2011). University Park, PA: Goodling Institute for Research in Family Literacy. Although the national graduation rate for African American males is only 47% (Schott Foundation for Public Education, 2010), few studies have explored their experiences in adult basic and literacy education (ABEL) programs. This study draws on prior research to explore the relationship between literacy and identity and its potential for illuminating African American men’s participation in ABEL Programs. The findings indicate that negative early schooling experiences and the social and historical context in which African American men live shape how they perceive and engage with literacy. Non-participation and inconsistent attendance in ABEL programs do not necessarily indicate that these men do not want to learn; rather, they may signify resistance to an alienating environment. In addition, literacy is viewed in light of its benefit to their current circumstances, not as an inherent value. Consequently, understanding African American men’s daily lived experiences can challenge negative stereotypes and provide opportunities for learning.

Algebraic Thinking in Adult Education. Manly, Myrna and Ginsburg, Lynda (September 2010). Jessup, MD: National Institute for Literacy. Algebraic Thinking in Adult Education explores the reasons that algebraic thinking is necessary for adults to enable them to meet the demands of the workplace of the future. It also gives the reasons that algebraic reasoning needs to be integrated early into all levels of arithmetic instruction. This resource should help adult education instructors of all math levels understand the importance of thinking of algebra as a content strand integrated into arithmetic instruction and as a means of analyzing real situations.

The Impact of a Reading Intervention for Low-Literate Adult ESL Learners. Condelli, Larry and Cronen, Stephanie and Box, Johannes (December 2010). Washington, DC: National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences. Adult ESL programs are designed to assist students in their efforts to acquire literacy and language skills by providing instruction through local education agencies, community colleges, and community-based organizations. The content of instruction within ESL classes varies widely, and there is little rigorous research that identifies effective instruction. This report uses data collected from 1,137 adult ESL learners in two cohorts across ten sites in four states. Adult ESL teachers and learners were

assigned by lottery to either classrooms using the basal reader Sam and Pat, Volume I, or classrooms using the site’s usual curriculum. Because learners often do not consistently attend adult ESL programs over an extended period of time, English language and reading outcomes were assessed at the beginning and end of one semester for both cohorts of students. Classroom instruction was measured via classroom observations conducted one time in each classroom. This report details the differences in the two programs. Online availability: <http://ies.ed.gov/ncee/pubs/20114003>. **FREE copies available to Texas Educators ONLY.**

Improving Science and Vocabulary Learning of English Language Learners. August, Diane and Artzi, Lauren and Mazrum, Julie (August 2010). Washington, DC: Center for Applied Linguistics. This brief reviews previous research related to the development of science knowledge and academic language in English language learners as well as the role of general English language proficiency, learning in a second language, and first language knowledge in science learning. It also describes two successful CREATE interventions that build general academic and discipline-specific vocabulary and science knowledge in English language learners. Learn more.

Language, Diversity, and Learning: Lessons for Education in the 21st Century. Nieto, Sonia (August 2010). Washington, DC: Center for Applied Linguistics. This digest reviews changing demographics in language, ethnicity, culture, and customs in the U.S., offers ways for how we can learn from our nation’s history of language diversity, and provides suggestions for moving forward.

Overcoming the Language Barrier: The Literacy of Non-Native-English-Speaking Adults. Jin, Ying and Kling, Joanna (June 2009). Washington, DC: American Institutes for Research. Over the past few decades, the United States has experienced a substantial influx of foreign immigrants who have accounted for much of the continued population growth in the nation (Surn, Kirsch, and Yamamoto 2004). The majority of the new foreign immigrants do not speak English as their native language. Findings from the 2003 National Assessment of Adult Literacy (NAAL) revealed that the average literacy level of U.S. non-native-English speaking adults was considerably below that of their native-English-speaking counterparts even when English is learned shortly after starting school. As the non-native-English speaking share of the population rises, knowing their literacy proficiency becomes important for identifying the potential need for public policies to address any English literacy and educational deficits that might impede their ability to be fully productive workers, parents, and citizens.

Promoting Learner Engagement When Working with Adult English Language Learners. Miller, Susan Finn (July 2010). Washington, DC: Center for Applied Linguistics. This brief describes specific instructional

strategies and program structures to promote the engagement of adults learning English. It provides an overview of theory and research on learner engagement in language-learning settings and makes recommendations for further research.

Teaching ESL to Adults: Classroom Approaches in Action, Volume One. Florez, Mary Ann and Parrish, Betsy (2010). Newtonville, MA: New American Horizons Foundation. Teaching ESL to Adults takes viewers into real classes for immigrants and refugees learning English as a Second Language. There they will see effective teaching practices and learn about the rationales behind them through interview with the teachers. Volume One of the series includes two videos. The first videos, Lesson Planning for Life Skills, guides beginning level learners through highly structured to open-ended activities, showing the progression of a life-skills lesson in talking on the telephone. The second video, Building Literacy with Adult Emergent Readers, works with a Whole-Part-Whole approach to teaching literacy, using a learner-generated story of a shared experience, and demonstrating activities to develop beginning literacy skills.

Using Oral Language Skills to Build on the Emerging Literacy of Adult English Learners. Vinogradov, Patsy and Bigelow, Martha (August 2010). Washington, DC: Center for Applied Linguistics. Written by Patsy Vinogradov and Martha Bigelow of the University of Minnesota, this brief reviews the research and describes ways to capitalize on adult learners' oral skills to create successful literacy learning experiences. It also suggests areas for further research to bolster the knowledge base in working with adult second language learners who are in the process of becoming literate.

INTEGRATING TECHNOLOGY INTO LITERACY INSTRUCTION

Emerging Technologies in Adult Literacy and Language Education Warschauer, Mark and Liaw, Meei-Ling (June 2010). Washington, DC: National Institute for Literacy. Although information and communication technologies have become an integral part of life in the United States, they have not yet been adequately integrated into adult language and literacy programs. This raises concerns because of the potential value of technology for enhancing learning and because of the vital role of technological proficiency as a gatekeeper for occupational success and full civic participation. Research findings on the impact of technology in education are mixed, but a few studies among adult learners suggest benefits worth exploring. This paper describes the potential contribution of emerging technologies to adult literacy and language education and the opportunities and challenges involved in incorporating these technologies into adult education programs. Various emerging technologies (those arising or undergoing fundamental transformation in the last decade) are described, ranging from audio and video production to games, wikis and blogs, to mobile devices, cell phones and open-source software. Relevant research is reviewed, and the costs, difficulties and advantages of deploying various technological approaches in adult education are discussed. Although current research is insufficient to urge wholesale adoption of the technologies described, many—especially low-cost mobile devices—warrant further investigation as potentially valuable tools for adult educators and learners.

Learning to Write in the Laptop Classroom. Warschauer, Mark (2009). Irvine, CA: University of California. According to Learning to

Write in the Laptop Classroom, using computers to draft and revise pieces of writing have a positive effect on the quality of that writing. Substantial positive changes were observed in each stage of the writing process, including better access to information sources for planning and pre-writing; easier drafting of papers; more access to feedback; more frequent and extensive revision; and greater opportunities to publish final papers or otherwise disseminate them to real audiences. While this study was of K–12 students, the results would be of interest to adult literacy practitioners.

Online Learning: Does It Help Low-Income and Underprepared Students? Jaggars, Shanna Smith (January 2011). New York, NY: Columbia College Research Center. This brief summarizes findings discussed in CCRC Working Paper No. 26, part of the CCRC Assessment of Evidence Series. The paper explores why students might struggle in these courses, discusses current access barriers to online education, and offers suggestions on how public policy and institutional practice could be changed to allow online learning to better meet its potential in terms of improving both college access and student progression.

PROGRAM IMPROVEMENT & LEADERSHIP

Adult Student Waiting List Survey. McLendon, Lennox (2010). Washington, DC: National Council of State Directors of Adult Education. Every two years the National Council of State Directors of Adult Education conducts a waiting list survey of local programs and produces a brief report. This report is produced in response to a challenge from the House Appropriations Committee to document the assertion that waiting lists are pervasive. In this 2010 report 1) all states but South Dakota have waiting lists in some programs and 2) the number of months adults have to be on waiting lists doubled since the 2008 survey and report. Because the federal funding has generally declined due to across the board cuts over the last decade and because the cost of doing business has increased, there are fewer dollars to provide service. Thus it is not surprising that the number of students served declined. The survey does not designate ABE, ESL or Adult Secondary students; local program were only asked if they had a waiting list in the past year; and if so, how many weeks students had to wait before they could enroll.

Building and Sustaining NRS Data Quality: A Guide to Program Improvement. Condelli, Larry and Shaewitz, Dahlia and Colombi, Greta and Coleman, Steve and Pane, Natalia (June 2008). Washington, DC: American Institutes for Research. This guide helps meet the need for continuous training by providing a basic summary of the NRS and clarifying NRS requirements. The guide also offers a new look at basic issues for NRS veterans and returns to the fundamental concepts—building quality data and using data for program improvement—that were the subject of previous guides. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.nrsweb.org

Certifying Adult Education Staff and Faculty. Smith, Cristine (January 2011). New York, NY: Council for Advancement of Adult Literacy. This 88-page report is a primer on who is doing what in certification and credentialing of instructional personnel in adult education programs across the country. It was prepared as a background information paper for a CAAL Roundtable held in June 2010. It reviews certification activities, and variations among those activities, at the state level and in

postsecondary institutions. It considers the pros and cons of developing a comprehensive certification system with comparable elements across the states and offers suggestions for research and action. One of three appendices gives examples of eleven state and national systems/frameworks for setting and tracking teaching standards and competency. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.caalusa.org/certteach.pdf

Closing the Gap: The Challenge of Certification & Credentialing in Adult Education. Chisman, Forrest P. (February 2011). New York, NY: Council for Advancement of Adult Literacy. Report summarizes a Roundtable discussion of experts in June 2010 and sets forth findings from that meeting and other CAAL research. There were 11 major findings and recommendations, including the following: The gap between the knowledge and skills adult education teachers have and the knowledge and skills they need limits the ability of the adult education and workforce skills system to offer the kind and quality of service required by low-skilled adults and the nation's economy. To close the gap, clear comprehensive standards need to be established for the knowledge and skills teachers should have to teach adults, and related systems are needed to assess if these standards are met and to help teachers improve their abilities. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.caalusa.org/Closing.pdf

Coaching Language Teachers. Sherris, Arieh (July 2010). Washington, DC: Center for Applied Linguistics. The purpose of this digest is to introduce the topic of coaching language teachers in a way that is responsive to the complex, varied, and dynamic landscapes of language classrooms as they are characterized by Larsen-Freeman and Cameron (2008). This digest describes three dimensions of coaching discourse that can shape dialogues among coaches and language teachers and presents some general advice for coaches. Language teachers and coaches should tinker in intentional ways with the ideas presented here and adapt them to suit their own circumstances.

Guide to Diving Deep into the NRS Local Pool: Attendance, Educational Gain and Transition Outcomes. Condelli, Larry and Shaewitz, Dahlia and Pane, Natalia and Colombi, Greta and Movit, Marcela (May 2010). Washington, DC: American Institutes for Research. This guide and its accompanying training materials focus on ways to analyze the core NRS outcome measure of educational gain, the four follow-up transition measures, and student attendance, and suggest areas to examine to plan program improvement efforts. Chapter 4 offers two case studies of local programs that have successfully used data for program improvement. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.nrsweb.org/docs/Diving-DeepGuide.pdf

Learning to be an NRS Data Detective: The Five Sides of the NRS Condelli, Larry and Pane, Natalia and Coleman, Steve and Shaewitz, Dahlia and Hollender, David (June 2006). Washington, DC: American Institutes for Research. This guide focuses on five sides to making NRS work: two foundational elements that must be in place to collect and use data (data collection policies and procedures and a state data system) and policies and procedures in three areas (assessment, goal setting, and follow-up measures) for collecting NRS core outcomes. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.nrsweb.org/

The Local Connection: Building a Data Use Learning Community Condelli, Larry, et al (July 2009). Washington, DC: American Institutes for Research. This guide uses a "community of learners" model as an organizing framework to promote data use, foster communication on data, and sustain a culture of data use at the local level. Provided in the guide are specific strategies for increasing motivation among program staff to use data. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: www.nrsweb.org/docs/trainings/summer2009/LocalConnectionGuide7-09.pdf

NRSAbility Card Game. National Reporting System for Adult Education (2010). Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy. NRSAbility is a training game requiring at least 2 players and 1 timer/judge. Lasting about 25 minutes, the game tests players' knowledge of terminology related to the National Reporting System for Adult Education. Clearinghouse Library disseminates free copies in Texas ONLY.

TEACHING ADULTS WITH LEARNING DISABILITIES

Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities. National Institute for Literacy (October 2010). Washington, DC: National Institute for Literacy. Learning to Achieve (L2A) is professional development based on the most recent rigorous research on Learning Disabilities (LD) and provides a standard set of modules for face to face and online professional development. It addresses core concepts and special topics, such as English language learners and LD. L2A is designed to help adult education professional developers, teachers, and other human service partners understand learning disabilities in adults, including the neurobiological processes of learning, explicit instruction techniques, and how to actively support adults with LD in educational and workplace settings. This resource is both a companion guide to the L2A training and a stand-alone resource for professionals who work with adults with LD and have not taken the training. Clearinghouse Library disseminates free copies in Texas ONLY; resource is also available online: http://lincs.ed.gov/publications/pdf/L2AProfessionalGuide_final.pdf

Learning to Achieve: A Review of the Research Literature on Experiences and Outcomes for Youth and Adults with Learning Disabilities. Tilson, George P. and Hathaway, Sandra (September 2010). Washington, DC: National Institute for Literacy. Numerous researchers and practitioners have noted the diverse challenges that children and youth with learning disabilities (LD) face during their school years. These challenges include obstacles to literacy, academic achievement and social relationships. With major federal laws mandating access to education, employment and public accommodations, many of these individuals receive interventions and supports that enable them to either overcome their challenges or be less affected by them. Other children and youth manage to develop their own compensatory strategies; still others struggle without the benefit of such tools. This literature review builds upon the research review and analyses conducted by the previous six authors of Learning to Achieve. While there were some overlaps in this review's search terms, it focused primarily on the term "employment," with "adult education" and "career development" as secondary terms. Where the previous authors devoted substantial attention to K-12 and transition-age youth with LD, this review specifically targeted research on adults.

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