



TEXAS Adult Education & Literacy QUARTERLY

Texas Center for the Advancement of Literacy & Learning

TWC Chairman Alcantar speaks at SXSWedu — In a South by Southwest Education forum on March 8, 2016, The Atlantic brought together educators, employers and policy makers in Texas for a discussion about workforce development efforts in the Lone Star State. TWC Chairman Andres Alcantar (center) discussed *Confronting the Skills Gap: The Texas Experience* on a panel with Raymund Paredes, Commissioner of Texas Higher Education Coordinating Board, and featured the role of Adult Education and Literacy.



Welcome to Enterprise City (AEL)
The goal of this Irving ISD AEL program is to assimilate and cultivate students into society and to the U.S. framework of business while increasing English literacy skills.
(Read more on page 10)

IN THIS ISSUE

NEW & NOTABLE

TWC Chairman Alcantar Speaks at SXSWedu 1

TWC Updates 3

EAHR Offers Online Master's 21

TECHNOLOGY AND DISTANCE LEARNING

A GED Flipping Experiment
by Karen Condit 8

ADULT LEARNER ENGAGEMENT

Welcome to Enterprise City (AEL)
by Delia Watley 10

BUILDING COLLABORATION & PROGRAM INVOLVEMENT

Collaborative Partnerships or Team Players?
by Tiffany Johnson 13

CAREER PATHWAYS & COLLEGE TRANSITIONS FOR ADULTS

Undocumented Students: A Population in Academic Limbo
by Aaron Reyna 15

IDEAS FOR TEACHERS OF ADULTS

TCALL Bits & Bytes
by Dr. Debra L. Hargrove 17

So Cool
by Carrie Colladay Stell 19

ADULT LEARNER SUCCESS STORIES

The Story of Giana Salomon
Reprint from TESOL 20

IN EVERY ISSUE

WELCOME TO OUR LIBRARY 22

READ IT ONLINE OR FREE BY MAIL 23

If You Teach Adults in Texas, Join our **TEACHERS' EMAIL DISCUSSION LIST**

This “**Teachers Only**” list is restricted to those who teach or tutor adults in basic or secondary education or English as a second language, including those in family literacy programs. It will be open to administrators only if they actively teach at least one class in Adult Basic Education, Adult Secondary Education or GED® test preparation or English as a Second Language.

This email discussion list was created for adult education teachers in Texas for these purposes:

- To be the central communication hub between Texas Workforce Commission, TCALL's Library, and adult education teachers;
- To inform teachers of opportunities and resources for their professional development;
- For teachers to share ideas and thoughts about issues concerns relevant to teaching adult education;
- To share resources and locally produced materials;
- To create a network of teachers helping teachers; and
- To help the Library provide better services to teachers by receiving input from teachers about their needs.



For more information or to subscribe, go to <http://tcall.tamu.edu> and find the lefthand side menu link to Email Discussion Lists.

Quality Model for Student Success Under WIOA

by Lori E. Slayton, TWC/AEL



In an effort to perpetuate the integration of services for students, TWC's Adult Education and Literacy (AEL) program recently adopted the usage of the Participant Individual Record Layout (PIRL) for implementation by AEL programs across Texas. The PIRL form has been the primary data collection method used by the workforce system for several years, and has proven to be a most effective vehicle in accomplishing the common goal of providing comprehensive customer service.

In a "road-show" format, AEL's Anson Green and Carrie Tupa traveled across Texas each week to conduct the *Quality Model for Student Success Under WIOA* regional professional development events. Beginning with the kickoff event in Austin on April 29th, Anson and Carrie presented in 13 Texas cities, culminating in both Houston and Temple on June 24th. Representing service providers from non-profit organizations, community-based organizations, Workforce Boards, Workforce Solutions offices, and all 34 AEFLA funded AEL programs, more than 730 persons attended these ground-breaking sessions. Way to go, Anson and Carrie!!

Naturally, there were many questions; a QMSS – FAQ document is in development and will be posted soon on the Adult Education and Literacy page of the TCALL website under both the "Resources" and "WIOA" tabs.

Today, we know that data collection is critical in determining the needs of AEL students. We must recondition ourselves to "ask the hard questions" during intake, identifying potential services or programs that students may be eligible for, and likely increasing their opportunity for success. AEL has been empowered through WIOA to assist students in removing barriers to their success through a system-wide integration of services that supports student persistence, and, for many programs, the use of the PIRL form is the first step in that process.

Moving forward into a full implementation of WIOA, TWC/AEL, in conjunction with TRAIN PD @ TCALL, is working diligently to develop a series of new training topics and content, updating existing training, and working with other agencies to develop training that educates participants on the AEL program in Texas. A number of trainings are "in the pipeline," and are designed to aid AEL service providers in learning more about how to accomplish WIOA's integration goals. New topics include Interviewing Techniques, Workforce 101, Vocational Rehabilitation (formerly DARS), AEL 101, and more. Stay tuned!

Solutions is TWC's quarterly informational news magazine for employers, business associations & economic development associations, job seekers and workers covering Texas workforce issues.

To subscribe to ***Solutions*** or discontinue your subscription, email us at solutions@twc.state.tx.us.

Accelerating Opportunity Initiative: New Evaluation Report Released



[Aspen Workforce Strategies Initiative \(WSI\)](#), in collaboration with the Urban Institute, recently released a new evaluation report, [Implementation of Accelerating Opportunity: Final Implementation Findings with Lessons for the Field](#). The Accelerating Opportunity (AO) initiative is intended to expand economic opportunities for adult students with low basic skills through earning valued occupational credentials, obtaining well-paying jobs, and sustaining rewarding careers.

Accelerating Opportunity, begun in 2011, was designed as an integrated approach to encourage states to enroll students in credit-bearing career and technical education courses at local community colleges, while simultaneously helping them improve their basic education skills. According to the report, the “AO model focused on students who scored between the 6th- and 12th-grade level in basic skill areas but who expressed interest in earning technical credentials. In particular, AO was designed for adult education students who lacked high school diplomas or the equivalent.”

This final implementation report presents findings over the first three years of the initiative—in Illinois, Kansas, Kentucky, and Louisiana—and provides an in-depth description of the process and lessons that emerged. The report identifies several specific elements for successful implementation, including the following:

- Receiving state leadership and support;
- Removing policy barriers;
- Considering college institutional factors;
- Utilizing partnerships both from within and outside the colleges; and
- Providing both academic and social student supports.

The report findings may be of particular interest to state policymakers, colleges, and others planning for the implementation of the Workforce Innovation and Opportunity Act (WIOA) — which provides new opportunities for integrated career pathway development within states and colleges. For more information, interested parties are encouraged to read the full report.

Using Labor Market & Career Information (LMCI) Data

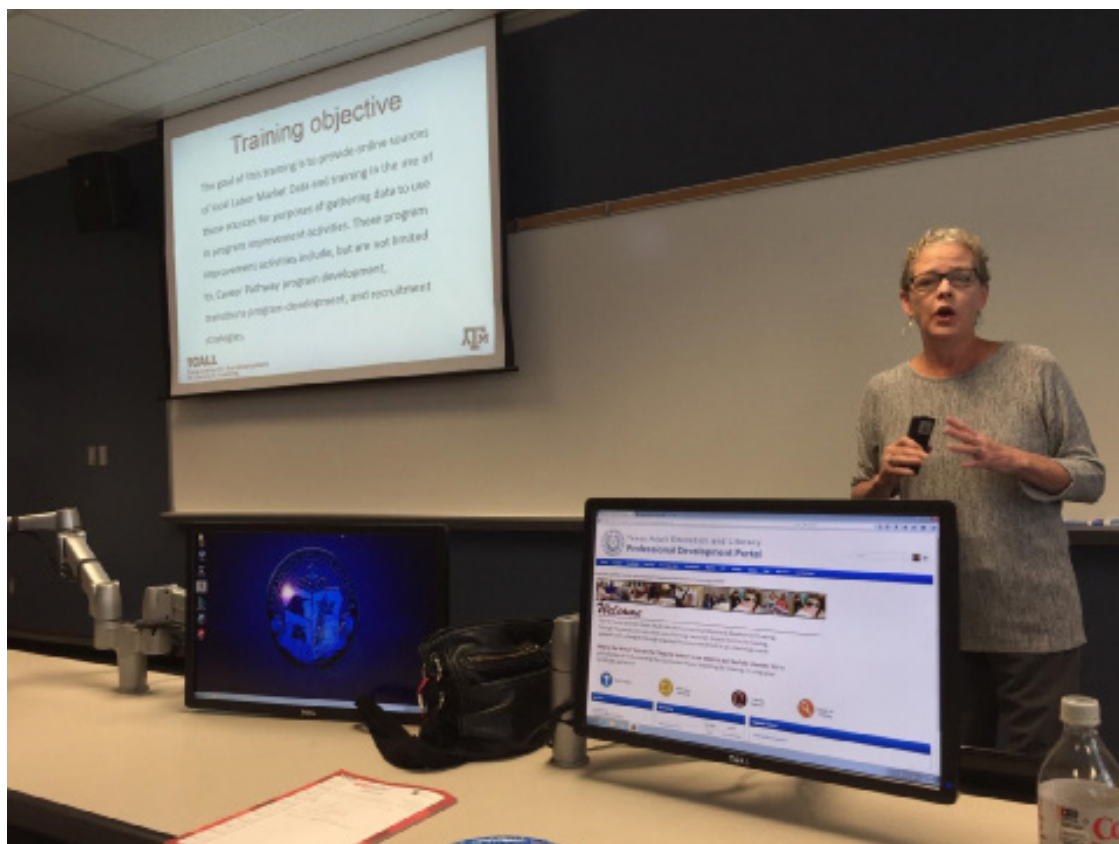


TRAIN PD @ TCALL announces the first training developed in collaboration with TWC on the topic of utilizing Labor Market & Career Information (LMCI) data in Adult Education and Literacy programs. This first module, ***A Guide to Using Labor Market & Career Information (LMCI) Data for Program Planning***, is designed specifically for program administrators, managers and coordinators. Participants in this workshop review online sources of labor market data and receive guided practice in using LMCI data sources to inform program improvement activities including, but not limited to, recruitment strategies, transitions program development, and Career Pathways program development.

Additional LMCI modules under development include ***Using LMCI Data for Teachers***, ***Using LMCI Data for Career Navigators/Counselors***, and ***Using LMCI Data for Students***.

Two Tech-and-Tell webinars available on the PD Portal provide a great foundation for locating and understanding Labor Market and Career Information. However, the new face-to-face trainings go one step further by providing participants with guided, hands-on practice in using these resources in the context of their own program areas.

Watch the TCALL Calendar for future offerings of this training and stay tuned for the other LMCI Modules as they roll out.



Volunteer Training Initiative Hits Impressive Numbers



Last summer, Literacy Texas was awarded a one year grant of \$250,000 from the Texas Workforce Commission (TWC) to fund the Volunteer Training Initiative (VTI) to provide professional development throughout Texas. The focus of the initiative is to elevate whatever volunteer engagement and preparation. Today, Literacy Texas announced the initiative's first year results, and the numbers are impressive:

212% increase over prior year in people served:	790 adult literacy staff and volunteers
140% increase in organizations served:	345 organizations serving adult learners
185% increase in numbers of trainin sessions held:	160 sessions held throughout the state

Additionally, organizations throughout the state expanded their commitment to Literacy Texas' professional development and best practices by increasing the attendance per organization from 1.76 to 2.29 participants. Finally, in post-event evaluations 100% of all symposium attendees indicated they would recommend the symposiums to their peers.

These impressive numbers were made possible with the help of strong partnering organizations. Along with the Adult Education staff at TWC, Literacy Texas partners closely with TCALL, and has a steering committee of advisors from across the state. Literacy Texas has been approved for another year of funding for this Initiative, which is comprised of 3 components:

1. [Literacy Texas Conference](#) - August 1-3, 2016 at the Embassy Suites San Marcos. The flagship, three-day professional development event for those working in adult education and literacy. Grant funds allow nonprofit organizations to attend based upon a scholarship process. Some scholarship funds are still available – go to literacytexas.org to learn more and register soon.
2. [Literacy Texas Symposiums](#) - To expand the scope of reach, a condensed version of the Annual Conference goes “on the road” each spring – in a series of free, one day symposiums across Texas, designed to reach areas where access to training is scarce. These events are popular with literacy providers because they are free, close to home, and provide quality training and networking. Each symposium offers training workshops customized to the needs of the region and hosted by a local co-alition partner. Spring 2017 dates and locations will be announced in late summer.
3. [Literacy Texas Online](#) - To complement face-to-face training, and allow year ‘round support, the final VTI project is Literacy Texas Online, the Literacy Texas website to incorporate free access available to all, along with the ability to interact and collaborate within the Literacy Texas Online Community (to be launched at this year’s conference in August).

Literacy Texas seeks to expand its network of adult literacy providers. For adult literacy organizations who wish to join the VTI coalition’s work, contact VTI program manager, Katrina Anaya, katrina.anaya@literacytexas.org.

Those interested in registering or applying for scholarships to attend the Literacy Texas Conference, August 1-3, in San Marcos, are encouraged to do so quickly at literacytexas.org.

Jennifer A. Edwards
Chief Executive Officer
Jennifer.edwards@literacytexas.org





LITERACY^{TX} Conference 2016

AUG 1- 3 / EMBASSY SUITES HOTEL SAN MARCOS

SOLD OUT!

We have exceeded capacity for our Annual Conference next week in San Marcos. If you weren't able to register in time, we hope to see you at one of our Symposiums this spring.

Stay tuned for details about these free, regional, one-day training events!

Join Literacy Texas for our 2016 Annual Conference, August 1-3 at the Embassy Suites Hotel, Spa, and Conference Center. A limited number of scholarships covering the cost of registration are available for qualifying organizations.

Questions?

Email conference@literacytexas.org or call 888-577-9347

Technology and Distance Learning

A GED Flipping Experiment

by Karen Condit, North East ISD

“I have no special talent, I am only passionately curious” (Albert Einstein). My first introduction to the idea of the flipped classroom occurred several years ago when I began hearing about Jonathan Bergmann and Aaron Sams. That curiosity about them led to researching online and eventually reading their book, *Flip Your Classroom... Reach Every Student in Every Class Every Day* (2012). As intrigued as I was about flipping the classroom, I knew my own technological limitations so I diverted my thinking toward the blended classroom idea. That meant incorporating various activities, including watching videos, into my class routines. Using videos piqued my interest which led to more research. I created a free class website populated with a few documents, several informative videos from a variety of sources and links to other helpful sites. The use of technology in my blended classes consisted of using our class website on my laptop or the computer lab and letting students use a portable DVD player to watch videos I burned from “You Tube.” That was a wink and a nod in the right direction and I certainly learned a lot of new things with all of this, but the flipping journey was just beginning. I returned to the definition of a flipped classroom from the Bergmann/Sams book: “...that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.” With this, I took a hard look at the demographics of my typical GED classes, then planned and launched my flipping experiment at the beginning of a new semester.

One semester ended with math curriculum left over, so I started my experiment by posting some video lessons on our class website for the long

break. In order to do that, I had to research or create lessons to post. I enjoyed the challenge and decided to jump into the upcoming semester and try flipping my classroom. The first day of class arrived and I shared with the class that we were going to experiment with a new way to do homework. The routine was given to my math and language classes:

- * Get the video homework assignment in class or from the homepage on the class website.
- * Watch the video(s) as many times as you need and take notes.
- * Discuss the video(s) in class, ask questions and receive an assignment to practice the new concepts from the video(s).

The new procedure was well received because the video lessons could be viewed anywhere on smart phones, tablets or computers. If students didn't have any of that technology available, they could be excused from class for the first few minutes to use the computer lab down the hall to watch the lesson(s).

Flipping the classes changed my role a bit and I began to serve more as a tutor. As I moved around the room, it was easy to tell who needed my help, so I retaught at that point. Frequently I saw smart phones out on desks with students referring to the homework videos while doing the class work. I often heard students referencing videos in conversations with each other. The idea of flipping has changed my role, but not eliminated my use as a teacher. Many class days find me at the front of the classroom in the traditional role of a teacher, doing what teachers do to encour-

age the learning process. There is not a video assignment every day. Sometimes students simply review a video that was previously watched or there may be no video homework at all. My role as the teacher has not completely gone away, but the focus of the learning process has shifted. The students are now responsible for making sure they watch a video lesson at home and then attend class to practice and receive help with anything they do not fully understand.

Overall, feedback from students about this little flipping experiment has been very favorable. Many students appreciate the repetition of being able to watch and re-watch the videos, particularly those challenged by the English language or the subject matter. Other students enjoy the ability to keep up with what is happening in class when they have to contend with erratic work schedules or have unexpected absences due to health, travel or family issues. I feel that the students are taking control of their own learning

and it's exciting to see. I wasn't certain this experiment would work or last the whole semester, but it has. I wasn't sure that I would appreciate the process so profoundly, but I definitely do. My classroom may not look exactly like those of Bergman and Sams, but I see exciting improvements in the new procedures. "If we teach today's students as we taught yesterday's, we rob them of tomorrow" (John Dewey).

Reference

Bergmann, J. & Sams, A. (2012). *Flip Your Classroom Reach Every Student in Every class Every Day*. Eugene, OR: ISTE

About the Author

Although employed by North East ISD Community Education since 2003, author Karen Condit found her passion when she began teaching GED classes in 2009.



Beware of High School Diploma Scams

The Federal Trade Commission (FTC) has issued a warning about fake diploma sites that sell worthless high school diplomas. These "diploma mills" falsely claim their diplomas can be used to enroll in college, apply for a job, get a promotion, or enlist in the military. Don't believe them.

Here are signs of a high school diploma scam:

- The company wants you to pay for just a diploma. Real education programs may charge for classes or testing, but they usually do not charge just for a diploma.
- You can earn the diploma from home immediately. If you can earn the diploma without taking any classes or tests, it's likely a scam.
- The company claims to be affiliated with the federal government. Individual states—not the federal government—regulate high school diploma programs.

Want more information? Read the FTC's High School Diploma Scams page. It will help you tell the difference between legitimate education programs and diploma scams. The website encourages students to reach out to community colleges as good sources for what high school equivalency options are accepted in their state and for programs that are available to help them prepare for high school equivalency exams.

from U.S. Department of Education, Office of Career, Technical and Adult Education

Adult Learner Engagement

Welcome to Enterprise City (AEL) - A City Where Everyone Can Succeed

by Delia Watley, Irving ISD

Irving Independent School District (ISD) Adult Education and Literacy (AEL) provides EL Civics and English as a Second Language/English Language Acquisition instruction to immigrant populations in Irving, Texas and is one of the AEL providers within the Dallas County Consortium. The goal of this program is to assimilate and cultivate students into society and to the U.S. framework of business while increasing English literacy skills. In order to implement skills in our students that build self-sufficiency and a stronger competitive economy, innovative activities need to be channeled throughout the program.

A New Approach to Application

The Irving ISD AEL Program Manager, Delia Watley with the help of Jodi Freeman of Enterprise City located in Richardson Texas, created a city where English would be the only language spoken and where all business operations and activities were to be performed in English. In fact, if someone were found using any other language in this city other than English, he or she would be ticketed and forced to report to a judge. Sounds a little harsh? Well this describes one very innovative activity within the Irving ISD AEL Program. Students were introduced to real-world scenarios by visiting an imaginary city called Enterprise City- AEL. This was a city of business entrepreneurship. There within the city existed a city bank, a sports shop, a snack shop, a newspaper company, and even a city hall. Operations were designed to run in this imaginary city just as they would in an actual city but preliminary tasks had to be performed before one could enter.

Job Assignments

As a prerequisite to visiting Enterprise City-AEL, the students had to apply for their roles. They could apply to be an owner of a business, an accountant, a president in a company, a reporter, an attorney, a disk jockey, or even a police officer. Once the applications were reviewed, students of various classes were intermingled and placed into specific roles within a company. Only when they arrived to the city were they given the identities of their coworkers. Students were placed into activities that involved collaboration and team work with students of all nationalities. Negotiating strategies, compromise and employee soft skills were common themes.



City Elections

Enterprise City-AEL needed to have offices set up in order to maintain structure and order. Upon arriving, students had to elect the City Manager, City Judge and City Mayor. Students preplanned and wrote their speeches before arriving. The ballots were created as each candidate walked across the front stage to convince the voters on why they were the best person for the job. Good public speaking skills, vocabulary, and techniques of persuasion were highly useful for this activity. This activity proved to be one of the highlights as the room filled with laughter while fellow students cheered their candidates to victory.



Rules of the City

There were several important rules of Enterprise City-AEL. One rule was that all operations had to be conducted in English. If one were caught speaking in another language, he or she would be ticketed and instructed to report to the judge. Students would, however, be able to hire representation in the courts from the local attorney's office. Other laws of order included no walking on the courthouse lawns, no loitering, and a mandatory (3) item purchase from peer shops. These rules forced students to use their new acquired English literacy skills in real world settings.



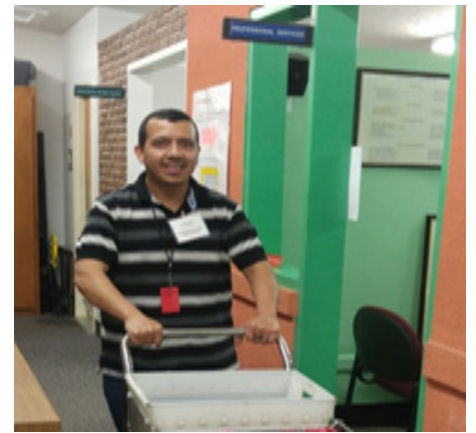
Internal Operations and Preparation

Within each of the shops, students had to prepare for operations. They had to create advertisements and price goods. Accountants had to prepare paychecks. Loan applications had to be submitted to the local bank in order to acquire money. Each person had to work with their team collectively and efficiently in order to prepare their companies for business.



Open for Business

Finally, the city was ready to conduct business. Students had to use workplace skills to manage staff and sell their products. Advertisements were made frequently using the web design shop, newspaper shop and the TV station. The disc jockey had to advertise for businesses and send out live notices to those persons who broke the law. Students used their paychecks to purchase goods and used their communication skills to negotiate prices. The bank and the post office were popular spots because students had to cash their paychecks in order to make purchases and were required to write and send letters to fellow students using the city mailbox.



Close of Day

As the day came to a close, students collected their money and their purchased goods to determine if they made a profit. Those who did end the day with an excess of money were recognized in the town hall meeting led by the Mayor. A video of the day's activity was shown and students were able to reflect on lessons learned. One unanimous sentiment of the day for staff and students was that they could not wait until their return trip to Enterprise City-AEL.



About the Author

Delia Watley, AEL Manager in Irving ISD, holds a master's in Educational Technology and Leadership. She also completed the Administrator's Credential and is a graduate of the ESL Teaching Academy.

Building Collaboration & Program Improvement

Collaborative Partnerships or Team Players?

by Tiffany Johnson, Victoria College

For many of you in the adult education field who know me, you know that I'm a very inquisitive person. One of the latest baffling situations for me to ponder is the idea of engaging in partnerships. I'm amazed there is so much apprehension and sometimes fear at the idea that an adult education program needs to approach and engage in a partnership and ensure all parties are equally collaborating. There are many people in the field wondering about the best strategies and proper documentation that is required. I'm afraid, once again, the educators in all of us, are thinking too much.

Researching the definition of partnerships will give a plethora of information. You can discover best practices, terms of negotiations, rules and regulations, trainings on collaborative agreements, and essentially a textbook guide to developing partnerships. The bottom line is, educators make the best teammates ever! A true teacher at heart learns to use anything and everything to make their lesson learned. This applies to compromising with administration, negotiating with students, bargaining with school supplies, and drawing from creativity inside. Adult education has a long history of working with partners to receive free space to hold classes, donated supplies to share with students, and converting students into recruitment ambassadors. The term collaborating partner wasn't used, but the phrase teammate could be applied.

The beginning of a great partnership begins with the common goal. This is an easy one. Whether you are a federal, state, or local administra-

tor, large or small employer, general taxpayer, or under-employed potential student, everyone has the same goal. It would be difficult to find a person who would be opposed to education and improvement of one's local population. Wouldn't we all love to have the drive-thru clerk who could count back change should the register break? The point is the concept of adult education is a fantastic idea to everyone. Employers would love to have their employees trained to be better at their jobs. Employees would love to be better at their jobs in order to advance. So, there's no doubt a common goal of all involved is there.

The fun begins when the process of achieving that goal is developed. Oftentimes, we don't know where to start. I confess, I struggled with my first meeting with an employer to "pitch my adult ed classes." I believed I needed to study statistics and facts of the company and impress them with my elaborate curriculum and dazzle them with my fantastic instructional strategies in order to sell my classes. I learned quickly that I needed to stop talking and start listening. My business owners know the value of education. They know the importance of a competent instructor. What they didn't know is how flexible and creative educators can get when faced with the task of a group of potential students and a designated concept.

Listening is the key to moving into the final step of the logistics of a partnership. You know what you can offer, but you do not know what is needed for that partner. Every business, program, job, educational path, etc. has their own insight into their areas for improvement. As a program man-

ager, they know their trouble spots and areas that could be improved upon. These are the key areas that should be shared during the discussions of partnerships. Wait to hear what needs to be addressed, before developing a program to address it. Perhaps a company needs a safety manual to be broken into small bits and used to ensure students are aware of the safety issues, while at the same time improving their reading comprehension. Oftentimes, the problem-solving educator in us wants to jump in and offer what we think is best and does not stop to listen first.

Finally, the logistics of the program. Business industries are fantastic with regard to knowing their business. Please don't ask me about labor laws and quarterly productivity. I don't need to tell them how to do their job and they don't want to tell me how to do mine. This is where the expertise of both sides comes in to a sit down, eye-to-eye meeting. As an educator, I know I need a quiet place with supplies and students. We sometimes assume our partners should know what to provide in order to make education happen. Carefully share what the needs and wants are up front to negotiate a winning situation for

everyone.

Although I do not feel I've offered any ground breaking revolutionary ideas in this article, my goal was simply to remind the educators in the field and the administrators of our programs that sometimes we are intimidated by the phrasing of our directives and don't take time to realize these new words are simply a new way to describe what we have always done. We meet with our fellow teammates, whether they are at a workforce board, employer's office, college administration, or in a classroom and work together to develop a team strategy to win. Since we are all on the same team, with the same prize at the end, it's only the role of each player that needs to be decided.

About the Author

Tiffany Johnson is an adult educator with several years of experience in the field as well as in administration. She is the team captain at the Victoria College and loves to share her ideas with anyone who will listen.



TRAIN PD @ TCALL Invites Experienced AEL Trainers To Apply for Texas AEL Contract Trainer Database

Are You In? Are you an experienced trainer in adult education? Would you like to share your knowledge with colleagues in your local area or across the great state of Texas?

If so, consider applying to be a member of the TRAIN PD Contract Trainer Database. Quality professional development is the key to successful programs, effective teachers and positive outcomes for all of our students.

Do you meet the requirements? Do you want to join in?

For more information, go to the database at <https://pdtrain-tcall.tamu.edu/> and click on About. Or email Beth Ponder at baponder@tamu.edu.

Career Pathways & College Transitions for Adults

Undocumented Students: A Population in Academic Limbo

by Aaron Reyna, Texas State University

For most 18-year olds attending college, this is the beginning of a new chapter in their lives. Picking out dorm room furniture, getting lost on their new campus, and trying to find life-long friends. However, for 1.87% of Texas college students in 2013 the previously mentioned things were not on their radar whatsoever. According to the Texas Higher Education Coordinating Board in 2013, Texas had 24,760 undocumented students pursuing higher education in the state. Of those students 1,232 attended Alamo Colleges. Undocumented students in Texas and the United States must constantly jump through hurdles in order to figure out how to apply and pay for college. Our first core value at Restore Education is “Post-secondary success is for everyone.” This value is definitely present at Restore Education due to our work with students from all walks of life, but in this case with our undocumented students. This excerpt will discuss the experiences of three undocumented students served by Restore Education and how our organization has been able to assist them in their educational journey.

The three undocumented students interviewed all had different experiences of how they came to the United States: one came on a visa with the intent of going back to Mexico (Student A), one crossed the Rio Grande due to violence and economic hardships (Student B), and the last came from a country in South America to live with her partner at the time but became divorced and lost her legal status (Student C). While all three of the students have different journeys to the United States, they all have one similarity: they all were

assisted through Restore Education and either are currently enrolled in college or will be enrolled come August 2017.

The first similarity between the three students was each mentioned finances. All three students mentioned assistance with the Texas Application for State Financial Aid (TAFSA) which is government money set aside for undocumented students who have graduated from a Texas high school or hold a GED from Texas. The TAFSA sets aside a very limited amount of grants to undocumented students in Texas. With the assistance given from Restore Education staff members, our students will be able to pay for college tuition this upcoming fall. Students A and B both mentioned saving money in two ways. Student A learned he was given a waiver from taking the Texas Success Initiative (TSI) assessment test, which places students in leveling classes for math and English/composition. So with learning of the waiver from Restore Education staff he saved an ample amount of time studying for the test, but it was certain he would not have to take remedial classes--which are classes that must be paid for but no college credit is given toward a degree. Student B stated without the TSI prep at Restore Education she would have just taken the TSI with no prep and tried to pay for the remedial classes. Student B has currently passed the math portion of the TSI and is studying for the reading and writing sections.

The second similarity between all three students was they all believe if they wouldn't have attended

Restore Education they either would not have found resources available to them, or if they would have found the resources it would have delayed their first semester of college. Student A stated, “Find out I was exempt from the TSI test was a huge weight lifted off my shoulders. I believe I would have started college the Fall 2016 instead of Spring 2016.”

Another similarity I found between students A and C were they were not expecting to be treated as nicely as they were. Student C stated, “I appreciated the staff and how you all interacted with me. I expected the teachers to be boring and not fun, but it was the complete opposite.” She also said, “Since I did not know what I was able to do due to my legal status I thought I would have not been able to attend college, but you all opened your arms and helped me so much.” Student A replied, “I honestly was surprised to be treated so nicely. I wasn’t expecting to be treated well, and figured I would be put to the side.”

After conducting the separate interviews it was interesting to see the commonalities between the three students who have had little to no interaction with each other. The most shocking finding, in my opinion, was from students A and C when discussing how they thought they would be treated prior to attending Restore Education. Overall, knowing that we take our first core value of “Post-secondary success is for everyone,” seriously, not by just saying it, but by proving it through our actions with our students.

About the Author

Aaron Reyna is a recent graduate from Texas State University’s Adult Education master’s program. Aaron’s research interests include public policy, college access, immigration, adult education and issues that relate to underrepresented groups such as those with disabilities, racial/ethnic minorities, LGBTQIA+, and undocumented people.



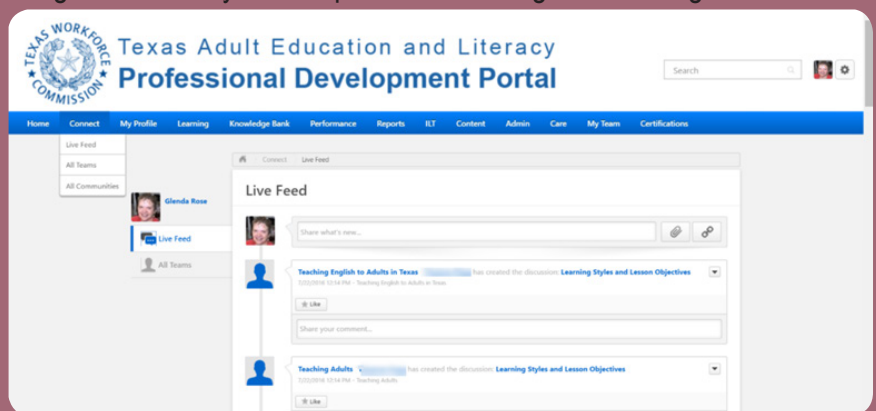
GET CONNECTED

The PD Portal has a new way for us to connect with one another, rightly named “Connect.” You can find it on the menu bar when you enter your PD Portal account at twc.csod.com. TRAIN PD has already begun creating “communities of practice” associated with specific trainings, but the utility of Connect is just now being explored. A community of practice is a group of individuals with a common learning goal who work together to achieve that goal. The sharing of knowledge supports individual and group learning and enables individuals to improve personally and professionally. (See Lave and Wenger, 1991 for the original concept.)

When you click on “Connect,” you will probably have three options. The first is live stream. This is a newsfeed of any topic or person you follow. Much like other social media, you can “like” and comment on the posts in your live stream. The all teams option is not currently being used. In the future, we can use this tool to set up teams that are trying to accomplish specific projects. The all communities option will list all communities of practice for which you are eligible. Once you click on a community, you can “join” it and “follow” topics, which will then appear in your live stream.

One aspect of the Connect community is your personal page, which lists information about you that you want other community members to have. Click on the icon next to the settings wheel in the upper right corner to update your information. Clicking on the bio page of a colleague will allow you the option of “following” that colleague so that his or her information shows up in your live stream.

Confused? Don’t worry. We’re just warming up to the communities of practice. We’ll have more information and assistance soon. For now, just know that they are there and in some courses you may be asked to post in one of them on a discussion board.



Ideas for Teachers of Adults

TCALL Bits & Bytes

Short, yet purposeful introductions to topics related to the integration of Technology in Adult Education, ESL and Literacy.

Contributed by Debra L. Hargrove, Ed. D., TCALL



PD Portal Provides Access to Online Professional Development for Both Funded and Non-Funded AEL Service Providers

In today's busy world, Program Directors struggle to find time for their teachers and other staff to participate in a face to face PD workshop. Taking a teacher out of the class means that there needs to be a substitute to take their place. Substitutes cost money. In many cases, local programs offer training on the weekends so their teachers can participate without having to hire a substitute. But what if that's not enough? The current policy states that teachers and other staff must have a minimum of 12 hours of professional development in order to maintain their status. What are the other options?

Welcome to the PD Portal. TWC has partnered with Cornerstone OnDemand and purchased this dynamic and robust Learning Management System as a way for AEL staff to stay engaged with their own professional learning. Signing up is free and easy, and open to all AEL service providers in Texas, including any Local Literacy Based Councils, Local Workforce Development Boards, or Religiously-based Literacy Volunteer organizations in Texas.

The Curriculum

Most courses in the PD Portal are packaged in a format called "Curriculum." Each curriculum package includes an online class (or link to an online video), along with any handouts, PPTs and assessments. The system "tracks" your progress as you complete each task within the curriculum and provides you with a visual tracking page that helps you keep track of what you've completed and what else you need to complete in order to finish the course, take the assessment and receive your certificate.

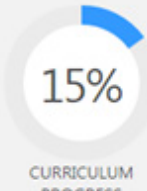
Once a participant completes a Curriculum, the status of the training "moves" from "Active" to "Completed" on their transcript. It's at that point that the participant can then print their certificate.

The screenshot shows the Texas Adult Education and Literacy Professional Development Portal. At the top left is the Texas Workforce Commission logo. The main header reads "Texas Adult Education and Literacy Professional Development Portal" with a search bar. Below the header is a navigation menu with links: Home, Connect, My Profile, Learning, Knowledge Bank, Performance, Reports, IT, Content, Admin, Care, My Team, and Certifications. A personalized welcome message says "Welcome, Debra, to your personalized Professional Development Learning Center!". Below this is a banner image showing people in a classroom setting. The word "Welcome" is written in a large, stylized font. Underneath, a paragraph explains the portal's purpose: "The PD Portal provides Texas Adult Educators access to professional development training. Through the portal, you can check your learning transcript, browse the Course Catalog, network with colleagues through ongoing discussion and enroll in an e-learning course." A section titled "New to the Portal?" provides instructions: "Click on the 'How-To Videos' to be taken to our YouTube channel. We've got tutorials on Understanding the Curriculum Player, Searching for Training, Printing your Certificate and more!". Below this are four circular icons with labels: "How-To Videos" (with a question mark), "View your Transcript" (with a document icon), "Training Calendar" (with a calendar icon), and "Search for Training" (with a magnifying glass icon). At the bottom, there are three tabs: "Your Inbox" (with a "View transcript" link), "My Training" (with "Due Date" and "Action" columns), and "Suggested Training" (with a link to "TEAMS Building a Foundation").


Teaching and Training Excellence > Change Management Leadership Institute Module 4

Change Management Leadership Institute Module 4

Options ▾






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Dr. Derek Crews is a college professor, workforce development consultant, and corporate trainer. Dr. Crews earned his bachelor's and master's degrees in Business Administration at the University of North Texas, his doctorate in Business Education at Nova Southeastern University, and is a graduate of Harvard University's Institute for Management and Leadership in Education. He has published articles in the *Advanced Management Journal*, the *Leadership and Organizational Behavior Journal*, the *International Journal of Human Resource Studies*, the *International Journal of Business & Social Sciences*, and other journals. Dr. Crews is a certified Senior Professional in Human Resources (SPHR), a certified Master Trainer for AchieveGlobal and Development Dimensions International, and is a certified trainer for Extended DISC.

Dr. Crews has been awarded the Texas Woman's University Mary Mason Lyon Award for excellence in teaching and scholarship, the Alderson-Broadus College Student Government Association Outstanding Faculty Award, and the Research Excellence Award for his dissertation study in workforce training at Nova Southeastern University. He seeks to make a difference, especially in helping others to achieve their goals. Dr. Crews resides in Pottsboro, Texas with his wife Trisha. They have two adult sons and three grandsons. When he is not teaching or consulting, then he is "down on the farm" with his wife, where they raise organic cattle, hogs, and chickens.

Contact Information
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 Fax: 940-898-2120

	<p>Change Management Leadership Institute Module 4 Reading Assignments</p> <p>Status: Completed Due: No Due Date</p>	Launch ▾
	<p>Change Management Leadership Institute Module 4 PPT</p> <p>Status: Not Activated Due: No Due Date</p>	Activate ▾
	<p>Change Management Leadership Institute Communicating Change Forum</p>	Activate ▾

TRAIN PD is working hard to continue to build engaging, robust professional learning for our AEL educators as well as begin promoting the use of a sustainable professional learning network, called *Connect*. Stay tuned for upcoming emails about joining an online Community of Practice through the PD Portal's *Connect* so you can share ideas, strategies and lessons with fellow educators across the state.

Debra Hargrove

- Bio
- Feedback
- Transcript**
- Actions
- Snapshot

Transcript: Debra Hargrove

My Team ▾ Options ▾


Want to find more training? Use the links below:

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Search for training

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Setting the Stage for Goal Driven Learning - Annual Attunem...

Completed: 5/25/2016 Status: Completed

View Certificate ▾

We've even created a YouTube Channel that houses a number of short videos on how to complete tasks, such as Creating an Account, Searching for a Training, and more.

To request an account in the PD portal, visit our TRAIN PD Portal Information Page at: <http://www-tcall.tamu.edu/AEL-Portal.html>

For more information, contact Dr. Debra Hargrove at debrahargrove@tamu.edu

So Cool

by Carrie Colladay Stell, Grayson College

The 23-year-
young black man
asked if I did this a lot,
telling it like it is
in my adult education classroom.

Months had passed since
we first talked about
getting his GED,
and I was repeating myself –
repeatedly.

He has my father's name
(he informed me
I had said that before).
Part-time attendance
means part-time progress
(I had said that too).

How do you spend your time?
"With my girls"
You have daughters?
"No"
Never mind, I told him.
We laughed.

Do you like to read?
"Reading is my life."
What do you like to read?
"Mysteries and horror stories"
(I did remember that).

I needed a sample of his writing,
a couple of paragraphs
on why he had decided
to enroll in this class
at this time.

He labored over two sentences
in neatly written cursive
and said he thought
he'd done good.

What is one of your goals?
"To be able to make conversation"
What do you mean?
"I am a man of few words."

Ahhh – but I know you are not
a man of few thoughts
or a man with few feelings.
They are inside of you
and they can come out
into words that have

passion and power
so you can share them
with no one but yourself –
a year from now or ten or more –
or with anyone you like or trust.
You are already a reader.
You can become a writer.

I
told him I write poetry
(I hadn't said that before),
so I can read what I think
and see what I feel
and share with a few
what I discover about myself.

"I write poetry too," he said.
"My mind is exploding," he said.
And then he said
what no one has ever said
to this 56-year-old white woman:
"You are so cool."

(I asked him
to please tell
my 24-year-young son,
but it's too late –
I have already done it.)

I loaned him a book to read
gave him a notebook to write in
and prayed months won't pass
before I see him again because
in my adult education classroom
it
is
so
cool!

About the Author

Carrie Colladay Stell encourages the students in her Grayson College AEL classrooms in Sherman and Gainesville to read and to write because reading is life and writing is fun.

Adult Learner Success Story

The Story of Giana Salomon

The New York City Welcome Back Center at LaGuardia Community College is proud to nominate Giana Salomon as an exemplary student and model success story. Giana's dedication to her chosen profession of nursing is an inspiration, but for years Giana was turned away from helping others due to her status as a nonnative speaker. Nevertheless, Giana persisted in her educational and professional goals and now works as a registered nurse for the New York City public school system.

Giana came to the U.S. after an earthquake devastated her home country of Haiti in 2010. She and her husband took the difficult decision to leave their professional jobs. In Haiti, Giana had worked as an emergency room nurse for seven years, but she found it hard to transfer her training and experience to the U.S.

"As an immigrant, I didn't know that the steps taken to work as a professional like you used to be would be so difficult," Giana writes. "Even though I spoke basic English, and went back to school to get my certification as a nursing assistant, certification in phlebotomy, and basic skills in ECG, I was unable to find a job. Everywhere they asked for experience from the U.S."

Giana took a job as a home health aide to earn money while continuing to study English. After ten months, she began working as a nursing assistant, where she was able to use some of her skills but still felt constrained. In 2013, Giana found the New York City Welcome Back Center for immigrant healthcare professionals. There, Giana joined a NY-BEST NCLEX-RN Preparation Course for English Language Learners, taking classes that combined ESOL with NCLEX-RN

exam preparation and job readiness coaching.

"I knew once I got accepted into the program I would do whatever it takes to work as nurse in the U.S.," writes Giana. "All I ever wanted was to work as a nurse like I used to in my country. This program was very challenging. 8 months, 4 days a week, English as a big barrier, lots of homework to do at home and in class. Go to work, take care of your family (meaning: cleaning, cooking, doing laundry and more). Magda, our ESOL teacher, taught me not to be afraid to speak up, to express myself."

In July 2014, Giana passed the NCLEX-RN examination and became a registered nurse eligible to work in the U.S. She crossed the language barrier and learned to see her skills in a new light:

"As a nurse, I realized that what I learned in my country is the same as the nursing program in the U.S. besides the language, some protocols, and some rules."

She credits faith, determination, and family support for her success.

"Working as a nurse in the U.S. wasn't an American dream. It was about having a goal, being determined, and taking any opportunity given. I can tell you, it's difficult to start a new life. But if you want something, you can have it."

Submitted by Hillary Gardner, Director, Center for Immigrant Education and Training and the New York City Welcome Back Center, LaGuardia Community College, Long Island City, New York.

Reprinted with permission from TESOL (Teachers of English to Speakers of Other Languages) International

Texas A&M University Offers Online Master's with Specialization in Adult Education

The Department of Educational Administration and Human Resource Development (EAHR), at Texas A&M University, houses various programs in public school administration, human resource development, higher education administration, adult education, and student affairs administration. Graduates are found in various educational settings.

The EAHR Department offers an online Master of Science (MS) degree in educational human resource development with a specialization in adult education. The deadlines to submit application materials are August 15 for Spring admission and December 1 for Summer/Fall admission to the program.

The field of adult education seeks to understand how adults learn, how to facilitate that learning more effectively and how that learning can benefit both the individual learner and society at large. This degree prepares individuals to administer programs and teach adults in a variety of settings, including community centers, literacy centers, higher education, health care institutions, non-profit institutions, and the workplace.

The 37-credit hour program includes ten required courses (28 credit hours) and three elective courses (9 credit hours). Part-time students can generally complete the degree in 2-3 years. Each course is 3 credit hours unless otherwise specified. Required courses include:

EHRD 616:	Methods of Teaching Adults
EHRD 618:	Evaluation Models in Human Resource Development
EHRD 625:	Organization Development and Performance in Human Resource Development
EHRD 627:	Research and Development in Human Resource Development (or Equivalent Research Course)
EHRD 630:	Adult Learning
EHRD 631:	Foundations of Adult Education
EHRD 642:	Program Development in Adult Education
EHRD 643:	Adult Education, Globalization and Social Justice
EHRD 681:	Seminar (1 credit hour).
EHRD 690A:	Theory of EHRD Research--Statistics I

Electives can be taken in a variety of areas including but not limited to health, literacy, human resource development, and public service administration.

Program faculty with a specialization in adult education include: Dr. Mary V. Alfred, Dr. Lisa M. Baumgartner and Dr. Elizabeth Roumell. Dr. Alfred received her Ph.D. from the University of Texas. Her research interests include women's learning and development, immigrant learners in adult and higher education, low literate adults in education and the workplace, and women of the African Diaspora. Dr. Baumgartner's research agenda concerns adult learning and development, chronic disease as it relates to adult learning and development, identity development, and issues of diversity. She received her doctorate from the University of Georgia. Dr. Roumell received her Ph.D. from the University of Wyoming. Her research areas include adult identity development, online and blended learning, international and comparative education (with an emphasis on adult education policy analysis), and mentoring doctoral students.

For application information please contact Joyce Nelson at jnelson@tamu.edu or (979) 847-9098 or Brandi Acosta at bacosta@tamu.edu or (979) 845-2176.



Welcome to Our Library. . .

Librarian Paula Bauer stands ready to assist you! Call her at 800-441-READ (7323) or email tcall@tamu.edu to request materials by mail or information on the Library's services.



Do you know of a new professional book on any topic of interest to adult education and literacy professionals we should have in the TCALL library?

Have you read a recent professional article that you would like to share with your colleagues?

Do you have a short list of books you consider critical to the professional development of adult education and literacy teachers and staff?

Are you interested in writing a short review of any of the above for publication in the pages of the TAELQ?

If so, please send a message to fsalas-isnardi@tamu.edu for consideration.

*Federico Salas-Isnardi, Director
Information Resources and Publications*

21st Century Mentor's Handbook: Creating a Culture for Learning. Rutherford, Paula (2005). Alexandria, VA: Just ASK Publications. This book provides guidelines and tools for mentors to use in their work with both novice teachers, as well as with experienced teachers new to a school or program. The first chapter is an overview of the roles and responsibilities of all educators in the induction process. Subsequent chapters show men-

tors how to lead new teachers to engage in their professional practice with: a sense of self-efficacy; a focus on clearly articulated standards of learning; an ever growing repertoire of skills for teaching and accessing diverse learners; a passion for engaging all students in the learning process; the use of data to make and assess instructional decisions; a mission to promote high standards and expectations for students and educators; and a commitment to collaborate with colleagues.

Reducing Waiting Lists in Adult Education and Literacy Programs. St. John, Kathy, Project Coordinator (2006). Syracuse, NY: Dollar General Literacy Foundation & ProLiteracy America. This book describes several practices that local programs are using to involve students in meaningful learning activities while they wait for tutors or classes. DVD contains video interviews with staff from two of seven featured programs. A CD-ROM is included which has many of the resources the programs use to implement their practices, including a class outline, list of software, recruitment flyers, newspaper articles, and job descriptions for staff and volunteers...all of which can be adapted for use by other programs. Loan item for Texas Educators only.

What Great Teachers Do Differently: Seventeen Things That Matter Most, Second Edition. Whitaker, Todd (2012). New York, NY: Routledge. In the second edition of this book, the author describes the beliefs, behaviors, attitudes, and interactions of great teachers and explains what they do differently.

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 (<http://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.



Email TCALL's Library Staff (tcall@tamu.edu) to request the current web address of these online resources - or to request a free hard copy by mail.

Read it Online or Free by Mail

Adult Learner Persistence, Motivation, and Retention. Seibert, Connie (2006). College Station, TX: Texas Center for the Advancement of Literacy and Learning. In this article, Seibert, an ESL and GED teacher and Adult Education Coordinator for Austin Learning Academy, writes about program components that contribute to retention of adult learners. Some include: the design of registration and orientation sessions; creation of a comfortable learning environment with a flexible individual study plan; facilitators who impart the skills students seek; administering progress assessments early on and continuously monitoring student attendance and most importantly, establishing and maintaining a personal relationship with students.

Passing the Torch: Strategies for Innovation in Community College ESL. Chisman, Forrest P. and Crandall, Joann (2007). Washington, DC: Council for Advancement of Adult Literacy. This report examines innovative and successful programs and strategies in use at five community colleges concentrating on generating learning gains, retaining students, and bringing about transitions to future education. Among many effective strategies examined are high intensity instruction, learning outside the classroom, and the use of "learner-centered thematic" curricula.

Recruiting Real Students for Real Education. Slayton, Lori (2015). College Station, TX: Texas Center for the Advancement of Literacy and Learning. In this article, Ms. Slayton describes the importance of making students feel like they are real students and describes the different types of students who are coming back to receive an education. She then explains that it is vital to make the students feel important to ensure that they have a good learning environment. In the final part of the book, Slayton describes several ways to improve the learning experience. FREE copies available.

Teacher Retention in Adult Literacy Programs: Uncharted Territory - or Something We Already Know How to Achieve? Smith, Harriet Vardiman (2005). College Station, TX: Texas Center for the Advancement of Literacy and Learning. This article begins with a discussion of the problem of teacher retention broadly, then focuses on the unique challenges of teacher retention in adult literacy in particular. Program practices that seem to improve retention are tallied, including a teacher induction and mentoring approach. Resources for teacher retention are suggested. FREE copies available.

Texas Adult Education & Literacy Quarterly is a publication of the Texas Center for the Advancement of Literacy & Learning (TCALL) at Texas A&M University. **The Quarterly** is dedicated to advancing the knowledge in the field by addressing topics of concern to adult education and literacy practitioners, policymakers, and scholars. Topics include but are not limited to methods and innovations in teaching and learning reading, writing, and numeracy; second language learning; family literacy; workforce literacy; transitions to post-secondary education and job training; learning technologies; health, financial, and civic literacy; and the professional development of practitioners.

Email subscriptions are free to teachers, students, administrators, program coordinators, researchers, literacy volunteers, adult education's partners in the Workforce Development System, and others interested in the fields of adult and family literacy.

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Subscriptions and Correspondence

All editorial correspondence and submissions should be sent to the attention of Editor Peggy Sue Hyman, pegsuehyman@tamu.edu. Please see the TCALL website for specific submission guidelines regarding criteria and article format. To request a free email subscription, look for the subscription request form on the **Our Publication** page of TCALL's website: <http://tcall.tamu.edu>.

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