



TEXAS Adult Education & Literacy QUARTERLY

Texas Center for the Advancement of Literacy & Learning

Workforce Development Partnership Brings Two “Firsts” to Texas

by Brenda Schofield, Director of AEL, Region 5 ESC

On March 13th, Entergy Texas awarded a \$100,000 grant to Region 5 ESC AEL to implement the first National JAG (Jobs for America’s Graduates) program in Texas. JAG is a state-based national non-profit organization dedicated to supporting young people who are most at-risk.

The announcement was the culmination of months of collaboration and planning by Workforce Solutions Southeast Texas, Entergy Texas, and Region 5 ESC-AEL, to bring this Workforce Development project to the area. “At Entergy, our customers and communities are central to our success. We are only successful if we are helping our communities succeed,” said Sallie Rainer, President and CEO of Entergy Texas. “Today’s announcement is a major step towards creating opportunities for students across our region.”

In addition to Entergy Texas’ \$100,000 contribution, another \$97,293 was awarded from the Texas Workforce Commission in the form of a matching Texas Industry Partnership (TIP) program grant, the first such grant given from a recently dedicated \$1 million fund to address skills gaps and ensure that a talent pipeline is available to address regional industry needs. Marilyn Smith, Executive Director of Workforce Solutions Southeast Texas, wrote and submitted the matching TIP application. The funds will be provided to Region 5 ESC-AEL, who, acting as fiscal agent and lead agency, will implement this exciting new program in Texas.



“We are pleased to present the first Texas Industry Partnership grant between Entergy and Workforce Solutions Southeast Texas, which will provide specialized training in high-demand industries to workers and expand the talent pipeline for employers,” said TWC Commissioner Representing Employers Ruth R. Hughs. “These training programs will continue to keep our Texas businesses competitive.”

Region 5 ESC will provide operation and administration of this first to Texas, Out-of-School JAG project. The Out-of-School (OOS) program, operated by the JAG National

Network, is designed to serve youth (ages 16-24) who have left the traditional school system and who need to complete requirements for a high school equivalency, or lack the basic skills needed to obtain and retain employment, or to be successful in higher education.

The Entergy Texas and TIP grants will cover the cost of two full-time JAG specialists, travel costs, student bus passes, supplies, student incentives for meeting benchmarks, and funding for training costs and paid work experience. We will coordinate student co-enrollment with Workforce Solutions Southeast Texas to leverage funding for training and paid work experience for qualified students.

JAG specialists will recruit applicants for the program, and fifty participants will be chosen for the first year, following interviews to determine their level of interest and commitment. Participants must want, need, and be able to benefit from JAG services. Students must have at least five educational, cultural, or social barriers upon entrance, but most will have many more than five barriers.

In keeping with the mission of JAG, we will provide counseling, employability and technical skills development, job development, and job placement services resulting in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program. Specialists will assist participants to explore postsecondary educational opportunities and help them navigate the financial aid process to pursue these opportunities.

The JAG National Employability Skills Curriculum was developed in coordination with national and local employers. Participants will be equipped with skills in 20 employability competencies that will prepare them for the workplace and help them master the skills necessary to excel on the job. These competencies are organized in six categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills competencies.

JAG students will have their own student professional association and chapter officers. The professional association will help prepare participants for the demands of the workplace, including leadership skill development. Specialists will offer instruction to improve individual and group performance. The officers, which will change annually, will have the opportunity to attend the JAG National Chapter meeting in Washington DC each year. JAG students are required to plan, organize and complete the service projects of their choice.

The AEL program will provide the academic component to help the students earn a HSE or improve skills to enter higher education. JAG students will transition into a career, work or training through engaging in paid or unpaid work experience activities or technical training.

Steve Pilgrim, Director, Business & Economic Development, Entergy Texas, Inc. (ETI) stated, "A well-trained workforce is often the top requirement for companies who are looking to locate or expand. It is also a key component of sustaining existing industry. I am proud that ETI is able to contribute to this critical effort that will be of value to the communities, customers, and partners we serve."

JAG is a perfect fit with the current AEL program and enhances our established partnerships with Southeast Texas Workforce Solutions and local colleges. It also provides us with new partnerships, Entergy Texas and the national JAG network. We all want everything to be "bigger and better in Texas," and this Workforce Development project is certainly no exception.

Resources and credits: Entergy Texas; TWC TIP grant; JAG National Network



About the Author

Brenda Schofield has loved AEL since she first volunteered as an adult literacy tutor at the age of 17. She enjoys decorating, gardening, cooking, and spending time with her family, including her grandchildren, Ian, Logan, and Olivia.

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New Adult Education and Literacy Instruction Discussion Group

TRAIN PD @ TCALL is “rebranding” the Teachers Listserv to be more broadly about AEL Instruction, and open not only to instructors, but instructional leaders, professional developers and others. This email discussion list will highlight AEL research, courses and curriculum, and PD events related to literacy, including, content in ABE, ASE, ESL, special learning needs, family literacy, health literacy, and more.

Subscriptions will be available to anyone in Texas who is interested in effective Adult Education and literacy instruction in any TWC-funded or non-funded program context. As team leader for TRAIN PD’s Literacy Institute, AnneMarie Molinari will be moderating postings to this new discussion list as well as Harriet Smith, TCALL’s Managing and Communications Director.

To subscribe, visit the Email Discussion Lists page of the TCALL Website.

<http://tcall.tamu.edu/TRAIN-PD-TCALL-Discussions.html>

Texas AEL Content Standards Rolled Out in Exciting Event



On April 19, 2017, over 150 AEL administrators and instructional leaders from all over Texas participated in a TWC-sponsored event to launch a four-phase implementation of the recently adopted *Texas Adult Education and Literacy Content Standards*. The full-day event was managed by TRAIN PD @ TCALL with the collaboration of AEL leaders at Region 6. The day included activities on standards-based education, instructional coaching, and “backward design”¹ (planning instruction to align with standards rather than the reverse), along with a detail of the four phases of training and implementation.

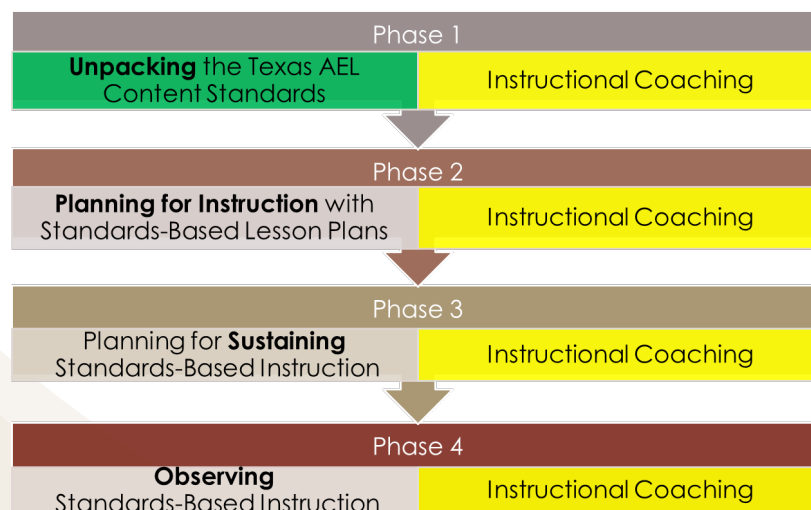
The day was infused with technology and group interaction using educational apps designed to engage participants in conceptual discussions leading to unpacking and understanding the new standards. A dynamic presentation of Standards-based Education focused on three components:

- identifying what students need to know, understand, and be able to do (what we teach);
- figuring out how to best teach to ensure students learn what they need to learn (how we teach), and
- an assessment of student learning (how students learn what we are teaching.)

The afternoon started with a discussion of the benefits of instructional coaching for the professional development of teachers. Instructional coaches will play a key role in the implementation of new standards. They will guide teachers in unpacking the standards; help them develop the skills necessary to effectively integrate the new content standards into their teaching; and with the process of building lesson plans and course syllabi centered on the standards. Coaches are expected to offer local programs a number of benefits deriving from the development of strong teaching skills in all teachers throughout the state.

Throughout the day, TRAIN PD and TWC staff received questions electronically from participants in the rollout event. Many questions were answered before the day was over. Other questions will be answered using the *Content Standards Rollout Forum* within the Texas AEL PD Portal. If you haven’t already done so, you can join that ongoing discussion now.

The four phases of implementation between April 2017 and June 2018 are presented in the chart below:



1 Understanding by Design, Expanded Second Edition, Wiggins, Grant and McTighe, Jay (2005)



Adult educators take a break and discuss the day's event.

Participants use their smart phones and tablets to engage in an activity.



Kristi Hayman didn't need a microphone to share her perspective as a program director.

How to Partner with your Workforce Development Board

by Jennifer Campbell

Welcome back, readers!

Today we continue our celebration of Workforce Awareness Month by asking the question, *How can community-based literacy programs partner with their local Workforce Development Board to galvanize student success?*

To help us properly answer this question, we reached out to several of our regional partners who are members of their local Board. If you recall from our first post in this series, the Texas Workforce Commission mandates that each Workforce Development Board include representatives from community-based organizations, as well as higher education providers. Adult literacy is guaranteed a seat at the table! But what does this look like in practice?

South Texas Workforce Partnership

Dr. Ida Acuña-Garza is the Executive Director of the [South Texas Literacy Coalition](#) (STLC). If that name sounds familiar, it may be because she was also the host of the South Texas Literacy Symposium in Edinburg this January. In addition to her work with the STLC, Dr. Acuña-Garza is an appointed member of the Lower Rio Grande Valley Workforce Development Board. This board represents Workforce Region 23.

The process of induction to a Workforce Development Board includes a formal recommendation by a county official to the governor of Texas. Dr. Acuña-Garza's came in the form of an invitation from the Chief Elected Officer of the Lower Rio Board about six years ago. Since Dr. Acuña-Garza's appointment, she has collaborated with workforce partners in the Rio Grande Valley on many exciting projects.

Community Partnerships for Success

The partnership between the South Texas Literacy Coalition and Lower Rio Grande Valley Workforce Solutions has been fruitful. Dr. Acuña-Garza assisted in the Spanish translation of employer manuals that featured team- and skill-building exercises for employees. Additionally, her work with the Board gave her the opportunity to speak on the importance of family literacy to about 500 daycare workers during a

conference.

Being involved with the Board provides many other opportunities for involvement in the community. One that Dr. Acuña-Garza is particularly excited about is the 2017 Youth Career Expo, where the South Texas Literacy Coalition will have a table and will distribute 700 books and other workforce preparation materials to high school students.

The STLC is a valued member of workforce readiness initiatives in the Rio Grande Valley. The organization was recently the beneficiary of a Workforce Solutions employee fundraiser: they presented Dr. Acuña-Garza and the STLC board with a \$1725 check! Dr. Acuña-Garza reports that this will put 700 books into the hands of adult learners.

Every Board is Different

Dr. Acuña-Garza cautions that, while every regional board is structured similarly, they often operate in very different ways. The Lower Rio Board is highly collaborative with community partners like the South Texas Literacy Coalition, but collaborating with Boards will look different from region to region.

If you're not sure where to start, Dr. Acuña-Garza recommends inviting your local Workforce Solutions staff to your next community event. For example, Lower Rio Workforce Solutions was an exhibitor at the South Texas Literacy Symposium. Another way to initiate the relationship is to invite Workforce Solutions staff to speak to your students or volunteers. This is a great way to connect your students with resources, especially if you don't have the capacity to teach a separate job skills class.

Speaking of class, our next blog will focus on bringing workforce preparation into your classroom! Bookmark this page if you haven't already, and we'll see you next Wednesday. <http://literacytexas.org/blog/wam-2/>

This article was first published on April 12, 2017 on the Literacy Texas blog. Reprinted with permission.



2017 Texas Career Pathway Series Galveston Island

Conference Dates: May 22 - 24, 2017

Please JOIN the Career Pathway Expansion (CPE) project for a special conference event on best practices and tools for career pathways with an emphasis on integrated education and training (IET).

Session topics will include:

- A toolkit on developing a contextualized basic skills curriculum for IET
- IET Implementation Strategies to Address Student Barriers
- Maximizing an ISD's Career and Technology Resources for IETs
- Designing Career Pathways in a Rural Community
- Maximizing Local Resources for Industry-Recognized Credentials
- Recruiting, Assessing and Supporting Students through IET
- Career Advancement Models: Networking to Align Learning Objectives and *MORE!*

The event concludes the yearlong IET mentoring project coordinated by Houston Community College (HCC).

HCC will partner colleges Amarillo College, Alamo Colleges, Tarrant County Community College, and South Texas College, will share best practices and lessons learned by their peer learning network.

In addition, the CPE has arranged for special guests from Penn State University, Dr. Carol Clymer and Dr. Blaire Wilson Toso, to share their unique Toolkit on developing a contextualized basic skills curriculum for IET.

Conference Registration Link below:

https://www.esweb.net/tx_esc_06/catalog/session.aspx?session_id=268490

Hotel Registration Link below:

<https://goo.gl/WQAJrQ>

Please present your institution's State Hotel Occupancy Tax Exemption Form at the time of check-in.
Hotel Group Code: HCC May 2017

Reserve by April 30th to be guaranteed the discounted rate.

Presented in partnership with:
Houston Community College
Region 6 Education Service Center
Tarrant County Community College



Ideas for Teachers of Adults

Make Your Own Mistakes: A Quick Method to Turn Students into Teachers

by Zach Lindsey, SEED Austin

For adults learning English while working, having the confidence to manipulate the English language is essential. An adult English as a Second Language lesson plan that allows students to make up examples of irregular or incorrect sentences and teach other students why the examples contain errors both helps in long-term memory acquisition and provides a sense of empowerment.

Students will not remember everything they experience or encounter in a classroom. Much information never makes it from students' working memory to their long-term memory, and even when it does, it is subject to decay and reconstruction errors, but it is possible to facilitate information storage by breaking complex tasks into simpler ones that can be repeated and understood fundamentally (Ormrod, 2011).

Moving students from a superficial to deep, conceptual understanding of a theme requires experiential learning. John Dewey's work on experiential learning was some of the most important educational research of the earlier half of the 1900s. Dewey tells us students will learn more by doing than by being passive receivers of information; the last step of this method of experiential learning is having students explain their understanding so a teacher can correct misconceptions (1990). Experiential learning sits well with other education theories, such as those of Vygotsky. Vygotsky notes students learn best through tasks requiring the support of others, be they teachers or students (Ormrod, 2011). Learners probably benefit most by seeing things

in multiple different ways. For example, a lesson about the cotton gin is a chance to show how a cotton gin works, how to operate it, and how it was conceived (Dewey 1990).

We would not require students to operate a cotton gin today because it would be irrelevant to most of their needs. Yet education often is guilty of failing to address the needs of minorities. Individuals of minority background may never have the interest to move information from working to long-term memory if they are frequently alienated in the classroom setting.

Immigrants may become victims of feelings of a loss of power. This phenomenon is related to the deculturalization they experience through the U.S. immigration process. Valenzuela calls this "subtractive schooling:" U.S. education devalues students' cultures of origin and treats English language acquisition as synonymous to U.S. culture inoculation (1999). Instead of adding to a student's personality, schools in the Houston area that Valenzuela observed were eliminating traits seen as negatives, a pedagogical style which left students disengaged from the educational process (Valenzuela, 1999). Giving students the chance to realize they are knowledgeable people who can master a concept and explain it will help with engagement.

An uncontrolled space is not conducive to learning, but the method of control can affect classroom successes. Contemporary pedagogy sometimes solves the issue of control through a "*deus ex machina*" style of hierarchical control

instead of the more positive “*Prima inter pares*” (“first among equals”) method (Doll, 1993 p. 167).

When students become teachers to their peers, their own ability to retain material and their personal feelings of empowerment improve. Doll gives an idea of how to do this in *A Post-Modern Perspective on Curriculum* (1993). He suggests having students create word problems. Students who create their own word problems show improved ability to solve word problems on standardized tests (Doll, 1993). A parallel activity in language learning would require students to create sentences that contain grammatical or typographical errors for their peers to correct, then asking the student to explain why each error is a problem.

When students help each other, they are more likely to enter into free and open communication; while sometimes disorganized, this communication has the potential to create lasting community and increase an individual’s ability to engage his or her community (Dewey, 1990). A broader activity might also require the student-teachers to work in groups while their peers solve the problems they have posed.

English as a Second Language does not and should not need to be isolated from other subject matter. Students could easily teach math (like in Doll’s original word problem scenario) or voca-

tional ideas instead of language. After all, a student with more neural pathways is more likely to be able to return information than a student who only experiences certain facts in a limited setting, like a single classroom (Ormrod, 2011).

Finally, and perhaps most importantly for minorities, a setting where the student becomes the teacher represents an invigorating *prima inter pares* situation as opposed to lessons with a heavily authoritarian feel to them.

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About the Author



Zach Lindsey is an instructor at the SEED Austin, an adult education and English as a Second Language center. He is interested in the historic development of pedagogy and language.

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.

When the Head Cheerleader Gets to Sit and Watch

by Carrie Colladay Stell, Grayson College

As an adult education instructor, I serve as the head cheerleader for my team of students who have experienced more losses than wins. I want them all to know the kind of success that will lift their heads, put smiles on their faces, and enable them to take steps forward and reach their goals. Then, when they encounter challenges, they can remember past successes and gain the courage and confidence to struggle through to success again. As head cheerleader, I get the biggest thrill myself when others on the team – the adult students in my classroom – start cheering for each other and even for themselves. This happens regularly, but the experience is never commonplace. It is breathtaking when it happens.

How can we lead our adult students to start cheering for one another? Since none of us can offer what we do not already have, we must first give our students encouragement by acknowledging their struggles, affirming their efforts, and celebrating their victories as they begin to master subjects, one skill at a time. Here are three cheers we can all shout about: “No one knows anything until they are taught!”; “Mistakes are our teachers when we learn from them!”; and “We will understand things this week that we didn’t last week if we don’t give up!” Pep talks lift us up, but hard work moves us forward. So we must wrestle with fractions, semicolons, figurative language, and the like, until all the practice results in progress, and the progress results in pride. When I hear one student encourage another student, often paraphrasing something I have said to them, I listen in awe; they are reminding me how heroic all of our efforts are.

I recall one day my breath was taken away. Disgruntled students were complaining about the policies at the housing authority where they lived and we met for class. I encouraged them all to write a paragraph or two entitled “If I Were in Charge of the Housing Authority.” They wrote furiously, and with their permission, I read their paragraphs to the whole class. It was the second day in class for one of the students, and she was hesitant to have her

paragraph read out loud. Another student assured her, “This is a safe place. Nobody is going to make fun of you here.” So, the new student handed what she had written over to me.

After reading it quickly to myself, I encouraged the students to be listening for a very effective device the author had used in her writing. I gave them no further clues but told them we would talk about it afterwards. Ignoring all errors, I began to read out loud:

To start out I would focus on more important things than who is visiting who. Sometimes I feel more like a prisoner than a tenant. I just think who comes to my house is my business. Even the maintenance men ask me “who’s that and why are they here?” I just think it is not that big of a deal.

As I read the words “I feel more like a prisoner than a tenant,” one student threw her arms in the air and shouted, “Hallelujah! Amen!” Another student simultaneously declared, “**That’s** what I’m talkin’ about!” I could not have scripted or timed their exclamations better. As if on cue, their verbal shout-outs were like a flashing neon sign pointing directly at the author’s powerful choice of words.

Thanks to the hallelujah chorus, I do not believe my class will forget our impromptu lesson on vivid imagery that day. My new student was encouraged by the enthusiastic response of her teammates as they cheered her on. She experienced success, and it lifted her head and brought a smile to her face. That brought a smile to my face, too, as I sat there and watched.

About the Author



Carrie Colladay Stell is currently cheering for all her Grayson College AEL students at Four Rivers Outreach in Sherman and at Education Plus in Gainesville.

Effective Writing Instruction for Adult Learners

by William J. Barry, Concordia and Texas State Universities

Writing helps students learn and persuade, while supporting lifelong literacy, but learning to write challenges learners and involves a complex process. Along the way, developing writers must acquire a diverse skill set, one important aspect of which includes adjusting the text for the reader's benefit (Kellogg, 2008).

Creating text, which reflects a clear understanding of reader perspective, structure, and content, requires writers to use a diverse toolkit of knowledge, skills, and strategies (Hayes & Flower, 1980). One of the challenges educators face involves helping students acquire those tools and the ability to employ them effectively, and meeting the challenge means first explicitly teaching the skills, strategies, and knowledge relevant to academic writing.

As writers acquire competency, they learn to focus on what they want readers' understanding(s) to be (Kellogg, 2008), and they target their audience by applying elaborated strategies to structure and content problems (Hayes, Flower, Schriver, Stratman, & Carey, 1987). As practitioners, we can facilitate and encourage such development by asking students to articulate explicit expectations before they begin drafting. As they acquire proficiency with such articulation, we can maintain students' planning momentum by offering appropriate structural and content approaches, which reflect the prospective intentions they articulate. In this way, students acquire new strategies to support new competencies, and those strategies take on greater personal significance as students apply them to solving the problems they encounter in the writing process.

Several supported models suggest sequences of learning by first observing before doing. In other words, students must first observe an effective model (Zimmerman & Kitsantas, 2002), and since academic writing includes building a macrostructure of the text as a first step, students need training on how the text should appear (Graham, McKeown, Kiuahara, & Harris, 2012). In particular, they need to learn and apply the text structure of the key genre in their community, which, for students in the adult education context tends to be the GED essay. Starting

by familiarizing students with the components, structure, and function(s) of such essays, and, doing so in response to student generated expectations about reader understanding(s), provides them authentic tools to manage their writing process and with the essential framework within which to apply later process and skill training, translating to higher retention, better scores, and overall satisfaction.

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About the Author



While pursuing his research interests, which include effective technology use, especially among students in transition, William J. Barry teaches academic research and writing at Concordia University and first-year seminar at Texas State University, where he is a Ph.D. candidate in developmental education.

Professional Development

Professional Training for Volunteers Reaps Big Rewards for Low-Literacy Adults in LIFT's Classrooms

by Martha Heimberg

LIFT's unique application of a Multisensory Structured Language (MSL) approach to teaching adult literacy is boosted by training some volunteers and staff at Shelton School to become Certified Academic Language Practitioners, licensed by the State of Texas.

All agree that well-trained and confident teachers are a huge plus in any classroom. Highly trained, professional instructors are especially important in teaching adults to read and write, according to Karen Guida, Director of Adult Basic Literacy Education at Literacy Instruction for Texas (LIFT).

In recent months, five LIFT instructors – two volunteers and three staff members – have completed extensive training at Dallas' June Shelton School, the largest school in the nation for children with learning differences. "Shelton's empha-

sis on a phonetic, multisensory approach to learning to read and write has had a huge impact in the classrooms at LIFT," says Guida, who initiated LIFT's Sequential English Education program for adults just four years ago. "We're the only adult literacy program using this method in a classroom setting, and we're excited by the results so far," she adds.

Volunteers and staff members also passed the State of Texas certification testing to become a Certified Academic Language Practitioner (CALP). Staff members Ann Fink and Joy Reemtsma and volunteers Susan Fletcher and Martha Heimberg all completed 60 hours of training and minimally 90 hours of classroom teaching to qualify for the test, which also requires a previously earned undergraduate degree.

Guida, who is pursuing the master's degree in multisensory teaching and her certification as a Certified Academic Language Therapist, swears by the methods she's learned to improve reading skills even for those adults who have never been able to read the simplest forms and signs. "Staff and volunteers trained in the SEE Program are immediately more aware of the impact of learning differences on adults' ability to read," she says. "Not only are we all more empathetic about the difficulties of our students, but we have better tools and methods to teach them to read and write."

Volunteer Susan Fletcher, who is a volunteer at



LIFT and a Spanish tutor, insists her Shelton training has enormously benefited her LIFT students. “Our students need and deserve qualified teachers. Shelton training has boosted my confidence, and helps me bring the amazing and joyful experience of learning to read into the classroom,” she says. “The group experience is so important to learning; students make friends and help each other. It’s a wonderful atmosphere.” Fletcher also has begun helping to train new volunteers to LIFT, and relies on her Shelton manual to be sure she’s covered all the bases.

Volunteer Martha Heimberg, a writer and recently retired college English professor, says Shelton’s precise and hard-honed phonics training helps her in every LIFT class. “Patiently repeating and sounding out consonants and vowels and consonant blends is magic to students who thought they’d never get it. Phonics makes the light go on,” she says.

Ann Fink, a devoted reader heading up three reading clubs for kids in her neighborhood, started at LIFT as a volunteer and now assists Guida in the program. She applies the same techniques she has learned to help young readers. “Our LIFT students receive the same quality instruction as would a child or adult who receives professional CALP tutoring.”

Joy Reemtsma, who has been a volunteer at LIFT for many years, is not only teaching but assisting Guida in tracking individual students as they progress from one level of the Sequential English Education program to the next. “We take adults of any level of literacy, and do our very best to keep raising their ability to read. We’re seeing improvement at all levels.” LIFT is accumulating this precise and specific data on student reading levels in the spirit of CALP training, which employs tried, true and trusted methods for teaching people with learning differences to effectively read.

Guida says the training for staff and volunteers goes on beyond certification. “We continue to learn through CEUs and in working with adults right here at LIFT. We are blessed with so much talent and expertise in all our volunteers,” she says.

About the Author

Martha Heimberg is an award-winning journalist and critic, covering topics from live theater and opera to urban planning, historic preservation and environmental issues. Her work has appeared in The Dallas Morning News, D Magazine, Texas Observer and other venues. She recently retired from teaching of college English fulltime, and is a regular contributor to Theater Jones and The Dallas Weekly.

UPDATING CONTRACT TRAINER DATABASE

TRAIN PD started updating the Contracted Trainer Database (CTDB) to respond to new requirements for Tier 1 training and to ensure all trainers are aware of stipulations regarding potential conflicts of interest. The first phase of this process was to update trainer accounts.

During the month of October 2016, all contract trainers received an invitation to reapply if they wished to remain in the CTDB; trainers who did not reapply were assumed to have wanted to be removed. When applying to reactivate an account, trainers were asked to acknowledge new statements regarding conflict of interest and institutional representation.

The second phase of this process, to be undertaken over the next year, will be to remove out-of-date training content and submit all new and existing training to a quality vetting process based on professional development quality standards.

Adult Learner Success Stories

It is Never Too Late to Change Your Life

by Nancy Crawford, Literacy Council of Tyler

She had suffered a lifetime of abuse, neglect and rejection. She became convinced she was worthless. She lost hope. At age 25, Saunya Hill tried to take her own life.

Extraordinary personal strength enabled Saunya to persevere through terrible circumstances in her life. Today, that same strength is what drives Saunya as she studies to become a social worker. She wants to be a social worker so that she can help others. She wants to give others hope.

When Saunya first came to Literacy Council of Tyler - she had a lot of work ahead of her. Her career goal required a bachelor's degree. Saunya did not even have her GED.

In addition to hard work, Saunya would need a lot of support. She got it. At Literacy Council of Tyler, Saunya found unwavering support from our teachers, tutors, staff, other classmates and our generous supporters like you. She found some special encouragement at home, too. One day, she opened her backpack and found a note from her daughter:

"Mom, I'm proud of you. You've been doing great going to school while being the best super mom in the world."

Saunya's parents were drug addicts. She and her siblings suffered all of the pain that goes along with it - hunger, neglect, verbal abuse, physical abuse, mental abuse. When she was just 11 years old, the horror of her childhood reached a peak when her father forced her to use drugs and attempted to "sell" her to an abuser. Fortunately, Saunya's sister told an adult. Child Protective Services put Saunya in foster care.

At age 16, Saunya left foster care and moved back in with her mother. It didn't work out. She dropped out of school. She began doing drugs. She was living on the streets. She found herself in more abusive relationships.

By 21, Saunya had two children and no direction. She

was not the person she wanted to be. She kept telling herself that someday she will use her life experiences to help others. But the shame and embarrassment she felt about her past was crippling. That's what led her to try to take her own life.

A few years later and after one more abusive relationship, Saunya began to seriously consider making changes that could better her life. One day, she did a Google search for "GED programs." That's how she found Literacy Council of Tyler.

It was around that same time when Saunya met a man who was very supportive of her pursuit of an education. They fell in love and got married. They blended their families. For the first time, Saunya and her children had a stable home life.

Once enrolled in our GED program, Saunya proved to be a student that could not be stopped! In addition to program classes, she faithfully attended tutoring sessions twice per week. She passed all of the sections of her GED exam. She immediately set her sights on college. She enrolled in Literacy Council of Tyler's College Prep program. This intensive program allows students to bypass remedial college classes. Today, Saunya is enrolled in classes at Tyler Junior College.

Saunya is grateful for the generous support she has received.

"I am grateful to people for giving so that these programs are available to help people better their lives and to move forward. I want people to know that if they think they are too old or not good enough to pursue an education, it is never too late to change your life for the better."

About the Author



Nancy Crawford serves as Executive Director of Literacy Council of Tyler.

Challenges in Relocating to America

by Craig Newton, Texarkana ISD

After moving to America and finally becoming a legal permanent resident, I decided to get a job to help provide for my family. I worked 7am to 5pm Monday through Friday building furniture in a factory. Apart from being in the Army for five years, all of my adult life had seen me working minimum wage jobs in factories or in warehouses. I was in my mid 20's and decided that working these types of jobs is not something I want to do for the rest of my life. I wanted to pursue a career teaching others a subject that has become almost a hobby of mine, history. I knew that in order for me accomplish my goal, I was going to need an education.

I looked at enrolling in Texarkana College but the minimum requirement was to have a high school diploma or GED. I had neither. Coming from England, we graduate high school at 16 and we do not receive a diploma. So I knew that I had go back to high school again. I found the Bowie-Cass Adult Education Center in Texarkana ISD and got myself enrolled as soon as possible. At first it was hard, I had been out of school for over ten years, and I couldn't believe at how much I had forgotten. I enrolled May 6, 2015 and attended 185 hours by May 26, 2015 in class and with distance learning. Upon entry, I topped

out in reading and language, but the next 123 hours merited an ASE High in math, as well. When the time came to take my exams, I felt fully confident and knew that I would pass. With their help, especially that of my teacher Miss Rankin, by July 2015, I had achieved my GED. Another month later I was enrolled at Texarkana College as a full-time student. Not only did achieving a GED allow me to enroll in college, the program gave me the confidence that is so vitally needed to face college-level academics.

Here we are today, I have just completed my freshman year of college with a 4.0 GPA and I am a member of the Phi Theta Kappa Honor Society. I owe a lot of my achievements to my wife and family for supporting me, but Dean Ransdell and her staff at the Adult Education Center gave me the platform to succeed. I, like many other GED seekers, will be forever grateful to them for setting us on new paths in life.

About the Author



Craig Newton is a student from the Adult Education Center at Texarkana ISD and is currently enrolled in college.

My Path to Citizenship

by Thinh, Tarrant County Adult Education

My name is Thinh, and I am writing my story as a proud citizen of the United States of America. I am extremely grateful to everyone who has made my dream of living in this free country come true. I was born in Vietnam in 1965. I married my childhood sweetheart. We have three children today ranging from ages 11 to 24.

I still have family in Vietnam. They live in Communism. I grew up during wartime when the United States helped our country. Even though I was young and do not recall much during that time, I do remember that my family was afraid. Their fear was that the war and its casualties would never end. My uncles

and cousins fought in the war and one cousin was killed in action. My family was never the same after his death.

I saw the devastation in my country and promised myself that my children would never live the way I did as a child. I wanted them to live in a free democracy with the promise of a worthwhile future.

My wife, three children, and I left Ho Chi Minh in 2009 and immigrated to the United States. I had no English skills. I wanted to take English class but could not because I had to support my family. I worked in a recycling plant. At night, I tried to study English us-

ing the Internet. Finally in the fall of 2015, I enrolled in English class at a public library near our home. I was nervous. I had a difficult time. English is complex and very different from Vietnamese – the sentence structure, verb tenses, and pronunciation. Everything seemed backward to me. I sat next to my wife and other Vietnamese students. My wife was always poking me to look at her paper as she wrote in Vietnamese what the teacher was saying.

We had excellent materials in class – a student book and a workbook. Each had a CD that our teacher played often. We made posters entitled “Coming to America” and presented them to our classmates. Our journeys here were all different, but the goal was the same – freedom.

In class, I learned three important strategies that helped me learn English. I took each one seriously because I was determined to pass the citizenship test. I did not want to fail. I wanted to be an example of determination for my children.

The first strategy I learned was to use a vocabulary notebook. I kept it with me all the time. I wrote words that I saw on signs, advertisements, menus, newspapers etc. I used context clues and pictures to guess the meanings. When I went home, I used the dictionary to check the meanings. Then I made sentences and made sketches of the words.

The second strategy was using index cards. I chose five words (or more) a day from English class. I put the Vietnamese translation on the back. I had the cards with me at all times. When my wife and I went shopping, I studied the cards while waiting in line or



Think with wife and children

waiting for her to shop. It was an easy way for me to test myself.

The third strategy was to use the words in conversa-

tion. I concentrated on just one word a day. My pronunciation and grammar were not perfect, but I could communicate to some degree. Eventually, I completed the N-400 application for the citizenship test again, and my test was scheduled in December 2015.

I told my teacher that I was going to take the test. She wasted no time helping me. For 15 minutes a day, our classroom became like an immigration office, and fellow students became officers. They asked me questions directly from the sample test questions. They were able to improve their English also.

My teacher had me walk into our classroom, and then she said, “Take a seat.” I did not know that meant to sit. My teacher told me how to position my hands and feet. She stopped me when I used my hands to talk.

We had a class Christmas party. After that, my teacher and I studied for three hours. She drilled me with one question after the other. For the interview, she told me to wear nice clothes, not jeans. I gained confidence from all the preparation.

I am happy to say that I passed. My wife sent a text to our teacher. I immediately received texts of congratulations from her and classmates.

I am pleased with my accomplishment. Today, I have a job rebuilding cell phones. My oldest son is a university graduate. My daughter is attending a university. My youngest daughter is in middle school. Each one is successful.

My path to citizenship began with hope – the hope of freedom for my children. I am now a voting citizen of this beautiful country. My family and I live in freedom. I am honored.

About the Author

Think (pseudonym) is a student in the Tarrant County Adult Education and Literacy Consortium in Fort Worth. His plan is to increase his business skills as well as English proficiency in order to build his own recycling company.



Think with teacher
Dinah Sherrill



SAVE THE DATE

LITERACY^{TX} Conference 2017

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Tell your story with our
hashtag #literacystories.

Registration opens online May 1st.

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For more information, visit literacytexas.org/conference.

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LITERACY
TEXAS

TALAE Talks!

2017 TALAE Annual Conference

The Texas Association for Literacy and Adult Education (TALAE) held their annual conference in San Antonio, TX during the week of February 1st – February 4th. The conference theme this year was “TALAE: Up for the Challenge, TEXAS Leading the Way!” The theme reflected our organization’s commitment to ensuring Texas adult educators are prepared for challenges and ready to lead the nation with examples of strong programs and innovative practices. This conference served over 500 participants of administrators, teachers, and partners in education. TALAE is proud to host this opportunity for learning, sharing, and networking in the profession.

Throughout the four days of learning, over 144 breakout sessions were conducted offering information for program managers, instructors, and educators of all areas. These sessions were presented with best practices illustrated in the fields of career pathways, college readiness, strategic partnerships, economic development, and state initiatives. One participant said, “Learning SO much!” and another said, “Can’t wait to integrate everything I’ve learned into my classroom!!” Texas Workforce Commission AEL state leadership offered supersessions during the pre-conference highlighting Community College service integration, English Language Learners, and Workforce Solutions integration. Another aspect of the TALAE conference highlights awards for both educators and students. Cash awards in amounts from \$500-\$2,000 are given to honorees. Potential award winners are nominated by their staff, program, teachers, or colleagues. Winners this year included:

Adult Education Administrator of the Year – Harriet Smith

Adult Education Teacher of the Year – Jaudon Wilhite

Adult Education Support Persons of the Year – Maria Aurora Ramos-Zuniga and Elizabeth Rodriguez

GED Award Winners: Stacie Gaff (Coastal), Gregory Gilbert (North), Jessica Hoyt (West), Stephanie True-Cosner (West), Armando Pegueros (East), Josh Recek (West), Roberto Tobar (Coastal), I Tiara Irshaad (North)

ESL Persistence Winners: Leticia Szego (West), Brahima Coulibaly (West), Veronica Hernandez (East), Jose Martinez (North)

On behalf of the 2017 TALAE Planning team, we would like to send a sincere thank you to all the volunteers, sponsors, and presenters. The conference was a wonderful product of a collection of dedicated professionals.

Although the conference has ended, be on the lookout for:

- * Membership drives in your area!
- * Officer nominations due by March 31st
- * COABE Conference is April 2-5th in Orlando, Florida
- * Follow up from the 2017 conference including surveys, invoices, and photos will be emailed to attendees.
- * Updates will be posted via the website www.talae.org



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 borrow loan title materials by mail or for more information on the Library's services.



We are in the process of adding a descriptor to each resource currently in the TCALL library which associates a Professional Development (PD) Indicator with the library resource. There may be more than one PD Indicator connected to a library resource. If this is the case, then all PD Institutes linked to a library resource will have the ability to pull up that particular library source.

Written beside each loan item is the Professional Development (PD) Institute associated with the resource.

TWC PROGRAM MANAGEMENT	(PM)
LITERACY	(LIT)
CAREER PATHWAYS	(CP)
DISTANCE LEARNING	(DL)
STAKEHOLDER INTEGRATION SUPPORT	(SIS)

Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, Third Edition (LIT). Wlodkowski, Raymond J. (2008) San Francisco, CA: Jossey-Bass. The third edition of the original 1985 book offers advice and strategies in a jargon-free style for teachers and trainers who want learning to be a motivating experience for adults. Drawing from recent research in the fields of cultural and ethnic studies, communications, cognitive psychology, systems theory, and multiple intelligences, Wlodkowski gives examples of how to use this information in practical ways, taking into account cultural and gender differences in learner motivation. He examines characteristics needed to become a motivating instructor, as well as four major motivating factors: inclusion, attitude, meaning, and competence.

Teach Anyone to Read: The No-Nonsense Guide, New Edition (LIT). Pope, Lillie, Dr. (2008) Brooklyn, NY: EJK Press. The methods described in this book have been used for instructors, working with many thousands of students. The instructors have included both experienced and novice teachers and other school personnel, persons in the helping professions, and dedicated volunteers.

Teaching Beginning Readers (LIT). Campbell, Pat (2010) Alberta, Canada: Grass Roots Press. The introduction examines why one million adults have difficulty reading very simple text such as grocery lists. A compelling story

about Clarence, a man who learned to read at the age of 93, is the example. The next section presents a list of ten principles for working with beginning readers. The primary focus of the manual is dedicated to describing 20 instructional activities for educators. The manual concludes with sample lesson plans, a resource list, and glossary.

Train the Trainer Volume 1: Foundations and Delivery - The Basics to Becoming a Successful Trainer, (PM). Halls, Jonathan (2015) Alexandria, VA: ATD (Association of Talent Development). Volume 1 gives you the basics you need to get started. You'll hear from the experts on how to set up the best learning environments. Plus you'll get dozens of presentation techniques you can use today! This collection is the first step for anyone who wants to get started in training.

Train the Trainer Volume 2: Instructional Design and Implementation: The Tools for Creating a Training Curriculum, (PM) Hodell, Chuck (2015) Alexandria, VA: ATD . Train the Trainer volume 2 provides all the information you need to start creating great training curriculum. This volume includes the basics of Instructional Systems Development, course design & development, selecting learning tools, E-learning, and technical training.

Train the Trainer Volume 3: Training Programs: Training for the New Reality, (PM) Rowe, Kim, Howell, Patrick, (2015) Alexandria, VA: ATD (Association of Talent Development). Volume 3 of Train the Trainer, Training Programs: Training for the New Reality, provides updates for trainers about modern mentoring, the virtual workforce, and the global economy, and gives trainers information about revamping their training and development solutions. The contents of this volume will get you started with facilitation and workshop skills.

Train the Trainer Volume 4: Measurement and Evaluation: Essentials for Measuring Training Success, (PM) Gaul, Patty, Coppel, Caroline, Waagen, Alice K. (2015) Alexandria, VA: ATD (Association of Talent Development). Featuring essential new issues, Volume 4 gives trainers the tools to evaluate the success of their learning solution and explain the benefits of training to key stakeholders.

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 cataloged in our Library, or to request a free hard copy by mail as available.

Read it Online or Free by Mail

We are in the process of adding a descriptor to each resource currently in the TCALL library which associates a Professional Development (PD) Indicator with the library resource. There may be more than one PD Indicator connected to a library resource. If this is the case, then all PD Institutes linked to a library resource will have the ability to pull up that particular library source.

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Empowering Adults to Thrive at Work: Personal Success Skills for 21st Century Jobs (CP), Shechtman, N., Cheng, B., Stites, R., Yarnall, L. (March 2016) Menlo Park, CA: SRI Education. All adults need personal success skills to thrive in the workforce. This report focuses on the needs of working-age adults who struggle with chronic unemployment or underemployment and are striving to build a sustainable career. The overall purpose of this report is to support that endeavor. The goals are (1) to get the word out about the importance of personal success skills and the research that shows adults can develop them, (2) to provide guidance for navigating the complex landscape of research and practical knowledge about personal success skills, and (3) to present important and actionable steps for practice, research, and policy. This report emphasizes what psychologists call a "growth mindset" and is organized by a framework that integrates two holistic conceptualizations of personal success skills. The framework brings to light many promising research-based approaches to enhancing adults' personal success skills. Recommendations for practitioners,

researchers, and policymakers were summarized at the end of the report. Online availability: https://www.sri.com/sites/default/files/publications/joy-ceempoweringadultstothriveatwork_4.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Integrated Education and Training Policy: 50-State Scan (CP). Bergson-Shilcock, Amanda (December 2016) Washington, D.C. National Skills Coalition. Integrated education and training policies address the challenge of helping individuals who have basic skill gaps to qualify for middle-skill jobs. These policies encourage adoption of program models that allow people to develop or refresh basic skills. National Skills Coalition scanned each of the fifty states and the District of Columbia finding that eighteen states have adopted at least one form of integrated education and training policy. Online availability: <http://www.nationalskillscoalition.org/resources/publications/file/Final-IET-Scan.pdf>

Ready for School! An Early Childhood Curriculum for Limited/Non-English Speaking Parents and Children Ages 3-4 (Early Literacy Project for Refugee Children) (LIT), Bell, Caroline, Marbut-Ray, Jana. Morrow, Karen (June 2016) Fort Worth, TX: Literacy ConneXus. The idea for this curriculum grew out of the recognition of the growing number of newly resettled refugee children who were entering Pre-Kindergarten or Kindergarten without the necessary skills to succeed. This resource provides 10 weeks of curriculum. The goal of the curriculum is to prepare the children and their families for early childhood (PreK and Kindergarten) classes in American schools. The program is designed to be used with a group of 8-10 children ages 3-4 who are not enrolled in school and their parents. The curriculum includes 5 target areas each week: 1. Reading, language and reasoning skills 2. Math skills 3. Motor skills 4. Social skills and 5. Parenting skills. Online availability: <http://www.literacyconnexus.org/wp-content/>

[uploads/2015/02/Ready-for-School-Curriculum-Guide-edited-by-me.pdf](https://www.jff.org/sites/default/files/publications/materials/WBL%20IMT%20Apprentice%20CS_062316.pdf)

Work-Based Learning in ACTION (CP), Scott, Geri, Scott, Geri (July 2016) Washington, D.C. Jobs For The Future. A case study on the work-based learning position, The Industrial Manufacturing Technician Apprenticeship. The document tells the importance of the position in the manufacturing environment and how it has changed due to technology changes. The position requires higher level skill set and employers struggle to find individuals qualified to hire for this position. Thus the creation of the IMT program, a new type of Registered Apprenticeship, that meets the employers' need and is described in this paper. Online availability: http://www.jff.org/sites/default/files/publications/materials/WBL%20IMT%20Apprentice%20CS_062316.pdf

THE FOLLOWING THREE WEB-BASED ARTICLES ARE BASED ON THE SAME RESOURCE

Preparing English Learners for Work and Career Pathways, Issue Brief (CP). Wringley, Heidi (September 28, 2016). Pennsylvania State University: American Institute for Research - LINCS ESL PRO. This issue brief is a part of the LINCS ESL Pro suite of resources on Preparing English Learners for Work and Career Pathways. The purpose of this issue brief is to provide teachers and administrators with practical ideas and present a broad overview of considerations for connecting ELA to career pathways. It is intended to serve as an introduction to the topic of career-focused contextualized instruction that teachers and administrators can use as a springboard to additional in-depth resources on this topic. This brief describes program models designed to strengthen the alignment of adult education, employment, and skills training. The Instruction section outlines the skills that ELLs need to succeed at work and in postsecondary education and offers ideas for teaching practice. Although this issue brief provides links to resources that help illustrate the current trend in career pathway services for ELLs, it is not intended to be used as an instructional guide. Online availability: https://lincs.ed.gov/publications/pdf/ELL_Context_Instruction_508.pdf

Preparing English Learners for Work and Career Pathways, Companion Learning Resource

(CP). Adelson-Goldstein, Jayme (September 2016) Pennsylvania State University: American Institute for Research - LINCS ESL PRO. The Preparing English Learners for Work and Career Pathways: Companion Learning Resource (RESOURCE), is a collection of strategies, tools, lesson ideas, and tasks to support the creation of career-focused, contextualized, English language acquisition (ELA) instruction. There are also numerous links to follow, each an invitation to explore contextualized ELA instruction a little more deeply, helping you prepare your learners for the career pathways that match their goals.

This resource addresses the following questions:

1. What preparation do adult English learners need to tackle the language and skill demands of the 21st-century workplace?
2. What are the evidence-based instructional models for infusing or integrating occupational training with English language instruction?
3. What types of lessons, tasks, and strategies support English learners transition to postsecondary training and education as part of a career pathway?

Online availability: https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf

Preparing English Learners for Work and Career Pathways - Professional Development Module (CP). OVAE Contact: Suarez, Debra (Debra.Suarez@ed.gov), Washington D.C. OVAE. This site offers an interactive, self-paced online module to approaches, models, and instructional practices for linking immigrants who are not yet proficient in English to jobs and to career and technical training. The online module assists ESL teachers, administrators, professional development specialists, policy makers, and researchers answer questions like 1. What is meant by contextualizing English Language Acquisition (ELA) to career pathways 2. Which instructional strategies can help beginning ELLs to be successful and 3. How to apply this to your own work context. These professional development and lesson planning tools provide insight and tangible support for the work that you do with and for adult ELLs. Online availability: <https://lincs.ed.gov/programs/eslpro/preparing-english-learners-for-work-and-career-pathways>

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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