



# TEXAS Adult & Family Literacy QUARTERLY

## *Getting There*

### **Helping Adult Learners and their Families Overcome Barriers to Success**

*by TCALL Director, Harriet Vardiman Smith*

For this issue, we invited articles from our readers on the ways in which adult education and family literacy programs help adult learners to set educational goals and then to develop strategies to accomplish the goals. Popular catch phrases in the literature include learner persistence, motivation, self-efficacy, and overcoming barriers to participation. But for this issue, we wanted to think broadly about all the ways by which literacy educators can help adult learners and their families with *GETTING THERE*. We hope you will enjoy reading the wide-ranging articles contributed by literacy educators from around the state.

### **Helping Adult Literacy Programs Recover from Natural Disasters**

The Barbara Bush Texas Fund for Family Literacy (BBTFFL) is awarding nine Texas adult and family literacy programs with grants to assist in their recovery from the recent natural disasters that affected the state, including Hurricanes Ike and Dolly and the Rio Grande flooding.

Mrs. Barbara Bush said,

*“The recent storms and flooding have turned the lives of many Texans upside-down. Their homes, workplaces and schools, as well as the infrastructures of their communities, have been damaged or destroyed, and they must work hard to rebuild their dramatically changed lives.*

*“By providing important support to literacy programs, the grants will reach out to Texas families affected by the natural disasters and ensure that they can continue to learn to read, write and comprehend. Each of the programs selected has made a difference in the past, and I hope that with the help of these grants, they will continue to do so in the future.”*

The Texas Center for the Advancement of Literacy & Learning (TCALL) at Texas A&M University and the BBTFFL worked together to identify programs to receive one-time recovery grants, ranging from \$8,300 to \$20,000, for costs related to natural disasters. The nine grants amount to \$154,434 in total funding for disaster recovery. These expenses include replacement of destroyed furnishings; equipment or instructional materials not covered by insurance; rental of temporary classroom space; outreach and recruitment expenditures to rebuild program enrollment; and temporary additional personnel costs.

Technical assistance and evaluation for the disaster recovery grant projects will be provided by a project at TCALL under the leadership of Dr. Mary Alfred, faculty principal investigator.

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**Disaster Recovery Grant Recipients**

*Brazosport College's English Literacy and Civics Education Program* is located 60 miles south of Houston in Freeport, Texas. The program's fall semester began promisingly with 111 students. However, on September 10, 2008, a mandatory evacuation was issued for this coastal area, and classes were subsequently canceled until September 22. Hurricane Ike changed the students' lives in various ways: they lost their jobs; their homes were damaged; they worked more hours; they lost their means of transportation; or they relocated to another area. As a result, 31% of the program's students did not return once classes resumed. The grants will support student outreach, recruitment and retention activities, as well as promote achievement, through expanded services.

*Clear Creek ISD English Literacy and Civics Program* is located between Houston and Galveston in an area particularly devastated by Hurricane Ike. The storm damaged the homes of many program participants, forcing them to move to temporary places such as hotels or the homes of relatives. Many students' workplaces were affected, causing them to lose their jobs or change their work schedules. All schools and programs in the Clear Creek ISD, including the English Literacy and Civics program, were canceled for two weeks as damages to schools were assessed and repaired, and families started to rebuild their lives. To enable more students to attend classes regularly, this program will be funded to expand and extend classes into June, and implement marketing and retention efforts to improve attendance.

*The College of the Mainland Adult Education Program* is Galveston County's primary provider of adult basic educa-

tion, English as a second language instruction and GED preparation. The program has always been accessible for Galveston's citizens due to its multiple locations in the area. Unfortunately, it lost classroom space in several of these places due to Hurricane Ike. The funds will help obtain temporary classroom space, find and equip permanent classroom space, and replace lost textbooks. Also, as many of the students had to move because of their damaged homes, the funding will help the program remain accessible to its students by providing web-based instruction. The funds will also allow the program to conduct marketing and recruitment efforts to ensure students are aware of changed locations and the program's continued operation.

*Literacy Advance of Houston* is working to rebuild two of its sites. On September 12, 2008, Hurricane Ike swept through the Houston area, tearing off the roof of Literacy Advance's Bay Area office and destroying everything inside. High winds damaged and water drenched the program's Wilcrest Drive office, causing mold to grow in the interior walls and carpet. By using the grant to help fund its "Take A Hike Ike Recovery Project" to replace lost instructional materials, equipment and staff, Literacy Advance will be able to continue providing adult basic education tutoring, English as a second language instruction and family literacy programs at these two sites.

*Lone Star College – North Harris Adult Education's* facility was fortunate to escape physical damages in Hurricane Ike. However, infrastructure disruptions in the area caused the program to be closed from September 11 to September 25, and its adult students subsequently lost 709 classroom hours. The college will be funded to help students make up these important hours by extending 20 English as a sec-

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# Refugees in Abilene: An ESL Challenge

by Bronwyn Bowen

*“You’re living a normal life. You go to school or have a job and family. You see friends and relatives. Suddenly, you have no bed, no medicine, no blanket and no hope for the future. The faces around you are different, because many of your friends and family are dead or lost. It’s rare to see smiles. It’s like you’ve been forgotten.”* – An Abilene refugee (Congo)

Listen in on most ESL (English as a Second Language) classrooms in Texas and you will probably hear an undercurrent of Spanish among students whose names are Ramirez, Garcia, and Castillo. Drop in on mine and you will hear Kirundi, French, Swahili, and Napali, with a smattering of Spanish and Chinese, by students named Ntibihoringere, Baradereka, and Mukaudeugo. Refugees, mostly African, comprise more than a third of the Abilene ESL students, with the preponderance in my Beginning/Beginning Literacy class. They are both a joy and a challenge.

Abilene is one of eight Texas cities selected for international refugee resettlement by various non-governmental agencies. Since 2004, the International Rescue Committee (IRC) has brought about 600 refugees to Abilene from 13 countries in Africa, Asia, South America, Europe, and the Caribbean. Other ESL programs in the state have different ethnic groups.

Our first wave of refugees was a large group of ethnic Turks from the former Soviet Union – Russia, Uzbekistan and Kazakhstan, together with a few Africans. Currently, the majority of our refugee students are from Burundi, Rwanda, and the two Congos (Kinshasa and Brazzaville) in Africa, as well as Bhutan in Asia. All have come straight from refugee camps, some with visible scars. The Bhutanese have been in camps in Nepal for 17 years. The Burundians fled tribal conflict in Burundi in 1972 and have been in camps in Tanzania ever since. For many of these younger people, the culture within the camps is their only connection to their home country. This longstanding dislocation makes the simple question “Where are you from?” very difficult for some to answer.

It is tempting to think of the refugees as a monolithic group, but in reality they are quite diverse. Languages, religious beliefs, and customs differ from one country of origin to another. Some have a

background of professional jobs and perhaps a little English. Their previous education gives them the advantage of knowing how to learn. Frustrated by the language barrier, they want to regain their position in the middle class. Others, however, were subsistence farmers who have never been to school or held a job. For them, learning to write and answer questions about their names, addresses, and other personal information is a huge achievement. Functioning independently in American society – with jobs, schedules, bills, and children in English-speaking schools – is a daunting task.

What refugees have in common is loss of family, home, and country; conditions of war and discrimination that forced them into refugee camps; deprivation and hardships of camp life, and overwhelming language, cultural, and economic adjustments of life in the United States. These learners have presented a number of unexpected challenges.

The gaps in my TESOL (Teachers of English to Speakers of Other Languages) training have become painfully clear. My writing course, for example, focused on teaching students to write coherent paragraphs, not the alphabet. When 12 of the nonliterate 1972 Burundians, some of whom had never held a pencil, trooped in from the bus every morning last spring, we struggled to give them the individual attention they needed within the context of a class that had progressed to simple grammar. If they attend regularly, the very lowest do make progress, but rarely enough for an official gain on an assessment test. When a student cannot seem to learn, is it a teaching deficit, a language problem, a learning disorder, shyness, or post-traumatic stress?

Names are a particular issue. Apart from the difficult pronunciation and spelling, most of these African students place what we consider their last names first, so the terms *first* and *last names* are confusing to them. Moreover, the term *family name* is meaningless because everyone in the family usually has a different last name; babies are given both a first and last name. This lack of a common family name also makes it hard to identify family members in class since they rarely sit together.

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# Setting Goals is Crucial for Adult English Language Learners

by Clarena Larrotta

Instructors need to plan and create strategies to help adult English language learners determine what they need and want to learn. Helping them to clarify and commit to realizable learning goals increases learner motivation and retention (Bello, 2000; Moss & Ross-Feldman, 2003). For the instructor, identifying the students' learning needs is useful in developing curricula, assessment, and teaching approaches (Weddel & VanDuzer, 1997). It assures the implementation of a flexible curriculum that addresses students' needs rather than a fixed curriculum determined ahead of time by programs and instructors. Instructors can identify students' learning goals through surveys, interviews, class discussions, and journals. Regardless of the method, it is important to help learners establish in writing their learning goals and to monitor that they are being proactive in accomplishing them.

Working as an English instructor at an adult literacy center in central Texas, I realized that even though all instructors asked students to identify their learning goals, there was not a follow up plan that monitored whether goals were being met. Each month students filled out a form provided by the center entitled "student monthly goals." One of my students, Alfonso, shared: "I thought you were going to be just another teacher asking...*what do you want to learn?* Teachers forgot about what we said but not you...Every time in class, you ask us to check our personal learning goals and reflect on them." Another student, Fabio, said: "I want to learn to write longer sentences and pronunciation." However, some students were unaware of their learning needs. Pedro said: "I'm not sure. I want learn English." Yet another student, Felicia, said: "In level 2 with other teacher...I wrote *I don't know write English. I want to be in level one...*it didn't happen." These comments illustrate what some students in the program had experienced setting their monthly learning goals.

In our class we proposed learning goals and worked on achieving them. The first day of class, the students made a list and came up with goals such as "I want to talk to anybody freely. I need to learn grammar, vocabulary and practice. I want to read and write better to get a good job. Come to class on Monday and Wednesday. Learn more verbs. Construct longer

sentences." I collected their goals, made a handout, and asked them to identify with a check mark the ones that applied to them individually. Knowing about their classmates' goals helped the class to collectively achieve them and realize that their learning goals were similar. It was also helpful when trying to guide the students who did not have clear goals or did not know how to articulate them in words. I asked students to keep track of the list and to determine ways to accomplish their goals.

At the beginning of every class we came back to this list and made individual contracts so that every student was in charge of monitoring the accomplishment of their personal learning goals throughout the semester. Monitoring the students' goals helped to verify that their learning needs had remained the same or had changed and to make the necessary adjustments in order to meet them. The last day of class the students examined their learning experiences up to that point and established new goals in order to continue with their learning. I wanted them to realize that being promoted to a new English course and having a new teacher and classmates were not impediments to continue working toward accomplishing their personal learning goals. As a result they made a new list of learning goals to be accomplished during the following term.

As the class instructor, I was able to identify the students' individual learning needs and realized that these learners come to the literacy program for many reasons (e.g., to start their own business, become their own boss, help their children with school, obtain a degree or better employment). I also learned that the students' learning goals changed with the new events and challenges they faced at their workplaces and their individual lives outside the classroom. Establishing learning goals is a continual process that takes place through the duration of the course. Learners' needs and goals should be discussed on an ongoing basis (Weddel & VanDuzer, 1997) because they are connected to the dynamic lives of the adult students. Curriculum content and learning experiences should be negotiated between learners and instructor at the beginning and during the course (Larrotta, 2006). When adult learners realize that

their English class is designed to cater to their learning needs, they feel more motivated to attend these classes and make the effort to keep enrolled and attending.

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### About the Author

Clarena Larrotta is assistant professor at Texas State University-San Marcos in Adult, Professional, and Community Education.

## Verizon Awards *Check Into Literacy* Grant To Regional Literacy Initiative

by Peggy Lustig

Verizon recently awarded the regional literacy initiative, Gateway to American Opportunities (GAO), a "Check Into Literacy" grant award. Verizon Area Manager David Sandlin presented the \$5,000 check to the GAO regional literacy initiative. David Sandlin said, "This "Check Into Literacy" award comes from the Texas Verizon customers' monthly donations." Each month Verizon customers can check the literacy champion box to support literacy efforts.

GAO, the regional literacy initiative serving Cherokee, Rusk and Van Zandt counties and surrounding communities will purchase ESL, GED & Citizenship curriculum and software for GAO partners providing English classes and training workshop supplies with the "Check Into Literacy" funds.

GAO also provides ProLiteracy ESL Tutor training and the FDIC "Money Smart" financial literacy tutor training workshops for area literacy volunteers & staff. The volunteer tutors also use the Verizon Thinkfinity on-line course as part of their training.

GAO partners with area community & faith-based organizations to increase literacy and English skills opportunities for adults in rural East Texas by utilizing a network of volunteers and staff.



Pam Anderson, A Circle of Ten, Inc. Outreach Director; Peggy Lustig, GAO Regional Literacy Director; David Sandlin, Verizon Area Manager; and Kathy Holdway, A Circle of Ten, Inc. President.

For literacy partnering information, please contact Peggy Lustig at 205 East Commerce St., Suite 208, Jacksonville, TX 903 589-6900 [literacyatwork2004@yahoo.com](mailto:literacyatwork2004@yahoo.com) [etvv.org](http://etvv.org) (click regional initiatives; Gateway to American Opportunities)

# Decreasing Enrollment Turbulence Helps Retain Teachers and Students

by M. Christina Palacios

*How can a student “get there” if he or she is not consistently attending classes? When students are re-tained, when they persist, they discover that they can learn in spite of themselves and the negative forces that influence retention.*

When Del Mar College (DMC) first partnered with the Corpus Christi ISD (CCISD) in 1995 to expand adult education services in Nueces County, the CCISD Adult Learning Center (ALC) used open enrollment while DMC used managed enrollment. At that time, ALC faculty had a long list of complaints associated with the open enrollment policy. DMC teachers, on the other hand, complained that managed enrollment had gone too far because the scholastic term at the time was defined as being three months long. Students would drop out at a rate that, by the end of the first month, some teachers were teaching less than eight students per day. This was clearly not cost effective and that some modifications to the idea of managed enrollment were needed.

## Problems Associated With Open Enrollment

Sticht et al. (1998) first introduced the idea of ‘attendance turbulence’ to describe the negative impact of open enrollment on student retention. His team found that high turbulence may make it harder for students to stay in a program. It certainly makes it very difficult for teachers to provide continuity in their teaching. Open enrollment results in constant and unpredictably timed interruptions caused by new students joining a class throughout the month. It exacerbates the normal challenges faced by teachers who must address the learning needs of new and continuing students. Project-based instruction, the ALC teachers explained, is next to impossible. Lesson planning must focus on topics that can be taught effectively during one class meeting thus limiting the opportunities for synergistic learning experiences. Building community is limited because newly formed relationships are suddenly broken. Moreover, open enrollment lends itself toward a heavier reliance on implicit teaching than on the explicit teaching students prefer. At least, this is how the ALC teachers described their problems with open enrollment.

## Impact of Managed Enrollment

After DMC and ALC teachers lobbied for change, the program directors adopted a managed enrollment policy that was practiced by both partners. They agreed to limit the duration of a scholastic term to one calendar month. Immediately, ALC teachers were free to try new teaching strategies. A heavy reliance on implicit teaching all but disappeared. At DMC, the teachers were assured that their classes would be filled at the beginning of each month. Low attendance experienced toward the end of the three-month cycle ended not only because the length of the term had been reduced but because we added a strict attendance policy.

Both programs assessed that managed enrollment was definitely a more cost-effective approach. With classes being filled each month, the teachers and students were happier. Teachers learned how to integrate newcomers with continuing students. Project-based instruction became possible. Application of retention strategies like building efficacy, providing supports, clarifying goals, and providing students with regular feedback on progress increased student persistence. In his 2006 article *Managed Enrollment and Evidence-Based Reading Instruction, for STAR*, John Strucker discusses the positive impact of managed enrollment on evidence-based reading instruction. He points out that teachers can abandon “butterfly instruction” where teachers move from student to student unable to spend more than a few minutes with each and change to: 1) the development of higher quality, interactive lessons; 2) the allocation of time for students to analyze and discuss their learning and progress; and 3) the development of learner support systems fostered by synergistic group instruction. In the same article, Strucker provides the following guidelines for administrators for changing enrollment policies:

1. Establish a mandatory orientation session prior to the start of each enrollment period where obstacles to good attendance are discussed; reading assessments are conducted; and program expectations and attendance policies are explained. *(ALC and DMC have been doing this since 1995.)*

2. Establish an attendance policy. Consider the length of the class session and the amount of instructional time required for learners to achieve set learning goals. *(DMC established a strict attendance policy in 1999 and more recently, ALC adopted the same policy.)*
3. If there are going to be exceptions to attendance policies, decide in advance what they will be rather than letting exceptions evolve on a case-by-case basis and thus undermine the policy. *(DMC makes no exceptions to its attendance policy.)*
4. If you are unable to implement managed enrollment program-wide, try piloting managed enrollment in the classes that serve the intermediate-level learners. *(Managed enrollment at DMC is program-wide, whereas ALC retains open enrollment only for GED classes serving court-ordered students.)*

*Is there more we can do to help students to 'get there'? Absolutely!* In the John Comings et al. article *Helping Adults Persist: Four Supports*, NCSALL, Focus on Basics, 2000, we learn that managing positive and negative forces, self-efficacy, goal setting, and making measurable progress also help learners stay in programs.

### **About the Author**

M. Christina Palacios serves as Director of the Department of GED Instruction at Del Mar College. She has been working in adult education for twenty two years. She currently serves on the board of TALAE and travels around the state as a consultant to other adult education providers and recently became the first in Texas to complete the Adult Education Administrator's Credential. Her contact information is 101 Baldwin, Corpus Christi, TX 78404; phone 361-698-1781 Office, 316-698-2727 Fax, [cpalaci@delmar.edu](mailto:cpalaci@delmar.edu).

## **Goal Setting — A Key To Getting There**

*by Dinah Sherrill*

*"You must live in the present, launch yourself on every wave, find your eternity in each moment. Fools stand on their island opportunities and look toward another land. There is no other land; there is no other life but this."*

Henry David Thoreau  
American Essayist, Poet and Philosopher  
1817-1862

An educator who requires adult students to set educational goals will have a meaningful, life-changing effect on an adult learner's persistence, motivation, self-efficacy, and ability to overcome barriers to participation. Literacy educators can help adult learners in "getting there" through goal setting. Hopes and dreams take form when goals are set and strategies to accomplish those goals are formulated benefiting the entire family.

Goals begin to form the moment the adult is asked to create them. Just knowing that a goal is going to be formed actually establishes learning priorities for the student. Most adult learners seek education due to a radical life change: marriage, divorce, loss of a loved one, promotion, or relocation. Learning opportunities are a means of coping with these changes. The adult realizes the new need for direction. A desire to change the way they are living is a means, not an end, for them. Because they are at a turning point, they readily accept forming educational goals.

Establishing goals is not an easy assignment for anyone; however, when an educator guides an individual in following simple steps, it becomes possible for learners. Goal setting is effortless when adult students understand the connection between goals and success.

Here are some key points for goal setting:

- Write goals and remain simple and positive. Some examples are:  
"I will communicate effectively using the English language."  
"I will become a teacher."
- Set a definite, reasonable time limit to avoid frustration.
- List possible distractions and a clear action to take when they arise.
- Make realistic goals, ones that are performance related, not outcome related.
- Form a method to measure the goal. An example for the English language learner is "My vocabulary will increase by 100 words each week."

Above all, it is important that adult learners understand that setting and meeting goals is a lifelong process, not a one time event. It is in the process that new goals reveal themselves. This process consists of many gradual steps along the path.

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### Goal Setting..., continued from page 7

After setting goals, it is important to provide students with strategies to meet their goals. Together the instructor and student can concentrate on the highest interest for the learner. These strategies called the **ACTION** plan may be divided into five elements:

A	=	Accountability
C	=	Continuous Review
T	=	Timeline
I	=	Individuality
O	=	Objectives
N	=	NOW

#### Accountability

There is a greater motivation to achieve success when loyalty to a peer learner is established. Students may arrange study sessions outside of class and discuss progress. An educator who encourages this accountability realizes that a respected peer learner can offer viewpoints from life experiences, improved analytical thinking and practical insight.

#### Continuous Review

The educator accepts that some students may overstate or understate their goals. At this point, a review is in order to prioritize. Students should know that their goals may change; the teacher observes progress and monitors when to raise the bar and encourage new goals. Some goals may need to be dropped and new ones created.

#### Timeline

Timelines provide a visual way of showing progress made toward their goal and can provide encouragement as well as an opportunity to make changes. It is a time to refer to past educational accomplishments

and to recognize progress. Documentation can be done in a notebook, on a laptop, or in a journal.

#### Individuality

When the adult learner is aware of his or her strengths and weaknesses, then progress can be made. The individual may require coaching to recognize weaknesses needing to be strengthened. Busy lifestyles can lead to slow educational progress. Sometimes awareness is the first step to overcoming outside difficulties and then moving forward with educational goals.

#### Objectives

The key role of the educator is facilitating the adult learner in discovering what objectives are underlying his or her goals. What is the purpose/the intent of forming a goal? Usually finances are a motivating force. Fact versus fantasy drives many students into areas of learning.

#### Now

Action is the magic word, and the time is NOW! Adult learners, by this point, are empowered to actively participate in the learning experience and reshape their paths. The irony to “getting there” through setting goals is that once students find that they have reached a goal, there is a need to set more goals and continue the upward spiral to improving their quality of life.

#### About the Author

Dinah Sherrill, M.Ed., is a bilingual instructor of 28 years. She currently teaches both bilingual adults and elementary students in the Birdville ISD in Fort Worth, Texas. [Dinah\\_Sherrill@birdville.k12.tx.us](mailto:Dinah_Sherrill@birdville.k12.tx.us)

## SAVE THESE DATES IN 2009!

**February 11: Texas LEARNS Business Meeting for Adult Education & English Literacy-Civics Administrators** Meeting for designated grant coordinators and state leadership will be held in Austin as a TALAE Pre-Conference.

**February 12-14: TALAE (Texas Association for Literacy & Adult Education) Annual Conference** - Conference of our state's professional association of adult and family literacy educators will be held in Austin, Texas. For details, see TALAE Conference Website. [www-tcall.tamu.edu/talae/conference](http://www-tcall.tamu.edu/talae/conference)

**July 14-16: Adult Education Directors Summer Institute** - Annual intensive meeting for designated adult education fiscal agent (“co-op”) directors and state leadership will be held in Salado at the Stagecoach Inn.

**July 27-28: Literacy Texas Annual Conference** - Annual conference of our state organization for local literacy councils, community-based and volunteer literacy will be held in Austin.

**September 28-29: TCABE (Texas Council of Adult Basic Education) State Leadership Conference** - Annual conference of our state's voluntary association of literacy leaders for networking and advocacy will be held in Austin.

*For more information on these events, see the calendars on TCALL's website or call 800-441-READ.*

# Moving on Up...To Their Strong Side: Transitioning Adult ESL Learners to Academic and Post-Secondary Programs

by Mary Sharp-Aparisi

One evening in a multi-level ESL (English as a Second Language) class for adults, I introduced a lesson based on workbooks presenting skills for success in GED (General Educational Development) classes and on GED exams. The workbooks had been supplied by Daphne Johnson, Adult Education Specialist with the department I also serve, The San Antonio Independent School District (SAISD) Adult and Community Education Department. The titles were *Top 50 Skills for GED Success* (Contemporary) and *Top 50 Math Skills for GED Success* (Contemporary).

Examining the thick workbooks, the adult ESL students asked, "Teacher, do you think we can understand this?" "Yes," I answered with a smile, "I think you can." In the weeks that followed, the objectives on our blackboard included gaining skills and concepts such as reading and writing with awareness of the main idea and supporting details and appreciating the application of Math to a better understanding of discount and sales tax.

As confidence in their understanding grew, GED skills became the adult students' favorite part of our ESL lessons. Attendance at our classes was increasing thanks to the community outreach of SAISD Adult Education Supervisor Genoveva Bonugli and SAISD Adult Education Specialist James Bias. The growing number of adult ESL students in the classes I was teaching created an ever-expanding pool of practical experience that students shared with one another to enrich our lessons.

The professional development workshops I attend provide ideas and materials that meet the adult students' needs for visual aids and graphic organizers to help them approach new concepts with confidence. Popular graphic organizers are contributed by Sandra Schneider, Supervisor I of Adult Education, Adult Education Department, ESC, Region 20. The concepts of the main idea and supporting details are introduced by a drawing of a many-layered sub sandwich with spaces that invite us to fill in our ideas; the same concepts are presented as we study an ice cream cone packed with a tasty-looking main idea topping and

several scoops of supporting details to be filled in, all in a conclusion crunchy cone. Creative ideas are stimulated by these graphic organizers with delicateness flair, and the light-hearted approach invites adult students to share their ideas with confidence.

Lessons for adult ESL students are made clearer with ideas and images related to the students' daily lives, especially when someone who is working and hoping for further training and/or GED success shares ideas from the workplace. Perhaps the easiest way for adult ESL students to understand the concept of details that support the main idea came from a gentleman who was working in a garage. His tools were dry erase markers as he drew a car up on a rack and marked both of them "Main Idea." He went on to draw a hydraulic lift which he marked in uppercase letters "SUPPORT YOUR IDEA!" We all applauded for this image that made the point so well!

Much of the inspiration for our progress as a class comes to us from Guadalupe Ruvalcaba, Director of The SAISD Adult and Community Education Department. As the leader of memorable staff development workshops, Guadalupe reminds us how creative and innovative we become as instructors and students when we think outside the box. This manner of thinking enables students to experience success. For all students in the Adult Education program, thinking outside the box may lead to evaluating practical situations at work and to making effective suggestions to another employee or as part of a team. The same effective approach to any situation results in progress in academic endeavors.

One evening three gentlemen came to class about an hour late, and we welcomed them. The reason for their late arrival was clear; each man wore a bright-colored golf shirt embroidered with his name and the logo of an area plant nursery. They soon learned the extent to which their presence in our class increased our interest in math skills to prepare us for GED class. As we considered the situations that are part of the routine in the operation of a plant nursery, every bag

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### *Moving on Up...continued from page 9*

of mulch, every quantity of fertilizer, every order of trees kept us focused on math skills and the way these skills are different in our lives. As we left class with a sense of accomplishment and ability to make effective decisions, we had experienced an empowering moment that Guadalupe describes as “launch” (The Flippen Group). In staff development workshops created by The SAISD Adult Education Department, we as instructors are reminded that the brain internalizes knowledge that is related to the learner’s existence and needs. This is the nature of LAUNCH, as students and instructor reflect upon the ways in which the concepts and skills we have worked with will improve our ability to cope with our daily existence. Having experienced LAUNCH, all adult students in our class begin sharing details of their lives and work as we practice math and language skills to prepare for a GED class and to realize all our personal goals.

I had been teaching adult ESL students for two years when I was assigned to The Bob and Jeanne Billa Community Family Resource and Learning Center (CFRLC). The dynamic learning environment for adult students is collaboration between The City of San Antonio Department of Community Initiatives and The SAISD Adult Education Department. Thanks to the dedicated work of Billa CFRLC Program Coordinator Richard Sowa, the teachers’ resource room offers variety and enrichment in textbooks and workbooks for ESL, ESL Civics, Citizenship, GED Preparation and GED. As adult ESL students see their classmates make the transition to GED classes, they believe in their own potential for success.

Adult students served by The SAISD have been encouraged and motivated by a new program called Student Orientation. Begun in the 2006-2007 school year by Adult Education Specialist Mark Sanchez and Adult Education Supervisor Irene Ramos, Student Orientation gives students four days of achieving self-knowledge, setting their

goals, planning their approach to personal success, identifying affirmative patterns in speech, behavior, and thinking, and reflecting upon each day’s exercises in building self-awareness and self-esteem. Students are prepared to reach their goals in the twelve weeks of class that follow orientation, and the commitment-building that is a vital part of orientation results in retention and advancement to academic and postsecondary programs.

The Bob and Jeanne Billa CFRLC invites representatives of San Antonio area colleges to make presentations about opportunities for adult students. Of interest to the students in our ESL class are job-related courses and ESL courses at some of the colleges. Two students, whom I call “Miss D” and “Miss L,” came to see me with the exciting news that they had been accepted for college-level ESL courses. “Teacher, it’s wonderful!” they said. “Our classes have students from so many different countries. We are learning more English every day! We look forward to taking more courses.”

Tell me about your days;  
I will tell you about mine.  
Study a while with me;  
together we will grow strong.  
We will forge a bridge  
to opportunity.

### **Reference**

The Flippen Group, *Capturing Kids’ Hearts*.  
<http://www.flippengroup.com/education/ckh.html>

### **About the Author**

Mary Sharp-Aparisi teaches for the San Antonio ISD Adult and Community Education Department and for the Bob and Jeanne Billa Community Family Resource and Learning Center. Mary is a graduate of Northwestern University and did postgraduate work at Indiana University.

### *Refugees in Abilene..., continued from page 3*

With no word for *goal* or *objective* in my Kirundi dictionary, it is difficult to do the requisite counseling sessions with students who speak only Kirundi. I approach some content units differently now. I was about to begin my unit on family this fall when a new group of Congolese arrived. During the intake process, one man who also has four sons in class burst into tears as he pantomimed the brutal murder of his wife. I postponed the unit. We have also added new components, such as hygiene and American manners.

On the other hand, we have learned much since they have been with us, especially how much knowledge we take for granted. Would you think to tell a student to remove the paper wrapping from a straw? Or how to open a sugar packet so that sugar does not spill everywhere? We have had to rethink some teaching strategies. Despite these difficulties, the Africans and

Bhutanese have radiant smiles, and when they wear their native clothing, the classroom blooms with bright colors.

We are proud that refugees have moved into every class in our program, from ESL to GED (General Educational Development) classes. Our Student of the Year last spring was a remarkable woman from Rwanda who began in Level one four years ago and is just a few points shy of completing her GED. Her determination and achievement symbolize what, with our help, our refugees can accomplish.

### **About the Author**

Bronwyn Bowen is ESL Coordinator of the Abilene Adult Education Program, which is offered through the Abilene Independent School District. She can be reached at 325-672-6336 or [bbowen60@gmail.com](mailto:bbowen60@gmail.com).

# Texarkana GED Graduate Inspires Young Students by Sharing Life Story

by Marie Martin - Reprint from the Texarkana Gazette 10/19/08

Being shot twice, stabbed once and serving two prison terms would leave some people hopeless.

But not Thomas Larey, who said he's gotten a second chance at life and would not let "the past predict the future."

"The old Tom is dead. This is the new Tom," Larey said of himself after speaking to students at the Bowie-Cass Adult Education Cooperative in Texarkana, Texas.

Larey lived 19 of his 55 years for drugs before becoming a youth minister and a college student pursuing a certificate in substance-abuse counseling.

Holding up his GED certificate, he said, "The proudest moment in my life was when I went to the high school and was given my GED. This was better than getting a PhD."



Thomas Larey and instructor, Debra Buckley, proudly display several of his accomplishments.

Twenty or so students ranging from ages 18 to 35 listened intently as he spoke.

"Apply yourself. You deserve to give yourself no less than the best," Larey said.

Debra Buckley, Larey's teacher at the education cooperative, said that's just what Larey did—"kept plugging on."

"Mr. Larey came with a positive attitude and made sacrifices to get to this class. He worked at it, even riding the city bus to take an hour trip that may have been a 10 to 15 minute trip by car. He walked in the rain and during cold weather," she said of his three months at the cooperative before attaining his GED. "He's still making sacrifices."

Dean Ransdell, director of Adult Education, said Larey

should be an inspiration to those who think there is no hope or second chances.

Ransdell and the staff at the cooperative on Lincoln Avenue asked Larey to speak to new students to encourage them to beat the odds. She hopes others will attend Bowie-Cass Adult Education Cooperative and gain a new future.

The cooperative is a partner of Texarkana Independent School District. It is funded by federal and state funds and assist adults as young as 17 to complete a series of tests in writing, social studies, science, literature and mathematics to gain a GED and many other program goals.

Larey attends Texarkana College and hopes to have a certificate in May.

There was a time though when the only thing able to hold Larey's attention was the next score of crack cocaine.

Eight years ago, something miraculous happened that turned his life around. He was healed of a 14-month paralysis while attending a local church. But even then, he still could not stop the drug use.

Just after the healing, his sister, Joyce Rodgers, who died in April 2007, found him at a crack house. He remembers her saying, "Forget my name, forget my address."

"She'd always been my safety net. She'd feed me. She wouldn't want to see me in the streets," he recalls of his sister.

With his sole support gone, he ended up living under a bridge at Kansas City Southern near Fourth Street in Texarkana—healed of his paralysis, but still gripped

*continued on page 12*

*Texarkana GED Graduate...*, continued from page 11  
by a severe drug addiction.

The miracle became complete when he was hospitalized with blood clots in his legs. After four or five days without any street drugs in his system, Larey says, he saw himself for the first time in a long time. He said one day he walked into the hospital bathroom and thought he saw someone in the mirror walk behind him.

“When I looked again, I realized it was me. I looked so bad. I didn’t think it was me,” said Larey, who, after seeing himself without a drug haze, sat on his hospital bed and sobbed for hours. “I rolled out of the bed on my knees and asked God to please show me a better way.”

Larey told the doctors he needed to get to a rehab. He landed in Texarkana’s Living Hope. Although he did not believe in rehab cures for lifers, he said he had a new determination—a God-given intervention.

The decision to go to a rehab did not convince his sister of a changed life. He thought she’d be there for him again. But Larey recalled that his sister, who died in April of 2007, once told him if he did not have a complete change in lifestyle and dedicate his life to Christ, he would continue his destructive path and eventually die—like most of his childhood friends.

He also has a younger brother in Texas Department of Corrections.

“It’s doubtful he’ll ever get out,” Larey said.

Rodgers, a church-going, productive citizen, wasn’t convinced of Larey’s sincerity until just before she died, he said.

Remembering his time at the rehab, he said, “I didn’t have the white knuckle withdrawals. I didn’t want it anymore. I didn’t crave it. No stress, no desire.”

In 2003, with his new life and hopeful future, Larey decided to turn himself in for outstanding felony warrants.

“I should have served 25 years,” said Larey, having completed a four-year stint at Arkansas’ notorious Cummins Prison Farm in 1968. “But I got five years and served 22 months.

He credits local pastor, elder Thomas Turner of Texarkana, Ark., for encouraging him as a new believer.

“I am a born again Christian,” he said. “Pastor Turner never gave up on me.”

After Thursday’s speech, Larey expressed his thankfulness to the cooperative staff at Bowie-Cass for letting him attend the educational facility.

“All of my life I have been failing and quitting. But this I earned by studying and working for it,” he said. “Thank you for not running me off.”

Thursday, Larey counseled the students against using the same justifications he used during his early years. He said many attach labels and place blame for past failures.

“Don’t use racism as an excuse, or the system. You have the ability to succeed,” said Larey, a member of the National Adult Education Honor Society. “Nothing about your past can hold you down. Shake it off. You can’t let that stop you.

“Don’t let a flat tire or a car quitting keep you away. Ride the bus, walk,” he said. “You’ll be rewarded for your efforts.”

Larey said he wished his parents, who provided well for him as a child, and his deceased siblings had lived to see his change.

“Now I have a purpose, meaningful life. I’m fulfilled,” he said.

To learn more about Bowie-Cass Adult Education Cooperative and its services, call 903-794-2858.

**Don’t miss  
the FREE  
resources  
on page 21!**

# Getting There - Student Engagement and Chickering's Seven Principles for Good Practice

by David Joost

No gathering of adult education providers would be complete without an obligatory discussion of “barriers.” The list is as endless as it is reiterative...barriers to funding, barriers to attendance, barriers to progress, barriers to completion, travel barriers, child care barriers, facility barriers, financial barriers, personal barriers, institutional barriers, administrative barriers. The next portion of the discussion inevitably turns to how well other education and training programs are funded and how things would be different if only our program was likewise resourced. Astonishingly, a March 1987 article by Arthur W. Chickering and Zelda F. Gamson in the *American Association of Higher Education Bulletin* described the same perceived conditions and same lamentations among the faculty and administrators in higher education. Refreshingly, however Chickering and Gamson chose to offer solutions to, instead of an affirmation of this orthodoxy of scarcity. Unsurprisingly, the answer that they give is one that tells us that we must look to ourselves for our own salvation. Our teachers are our best resource and the only resource we have that can make significant differences to learners. The improvement of teaching is the essence of professional development. Professional development efforts and activities that do not produce improved teaching and learning should be discontinued in favor of effective practices. The way that learners learn has not changed but we must change the way that too many of our teachers teach.

Chickering and Gamson recognized the struggles teachers face as they try to educate students with then 20<sup>th</sup> Century and now 21<sup>st</sup> Century attention spans. Their seven principles are already practiced by good teachers and have already been validated by good educational research. These principles are not meant to be relegated to a convenient checklist that is unceremoniously filed away in a compliance folder along with the latest request for a program improvement plan. They are common sense, and they are hard work. They change the expectations for teachers. They change the expectations for learners. These principles give faculty the tools they need to transcend uninspired instructional practice and robotic methods of delivery.

These are the *Seven Principles for Good Practice*:

## **Encourage Contact Between Learner and Teacher**

This means...

Teachers know the learners' names and call them by name. Learners feel comfortable asking for advice from teachers for important situations in their lives. The teacher talks with the learners. The learners talk with the teacher.

## **Develop Reciprocity and Cooperation Among Learners**

This means...

Learners learn to share ideas and react to the thinking of others in a healthy and respectful way. Learners connect learning as a group, social and collaborative experience.

## **Encourage Active Learning**

This means...

Learners talk about and write about what they are learning with each other and with the teacher. Learners apply what they are learning to their daily lives and past experiences.

## **Give Prompt Feedback**

This means...

Learners get feedback on how they are performing in class. Learners need regular opportunities to receive suggestions for how to improve. Learners need to be able to reflect on what they have learned, how learning has changed them, and how to assess what they need to know next.

## **Emphasize Time on Task**

This means that...

Learners spend time learning and thinking about what they have learned and what they need to learn next. Teachers spend time coaxing learners to improve and not to expect “quiet time” in class.

## **Communicate High Expectations**

This means that...

Learners know that more is expected of them. Teachers expect more of themselves. Learners are expected to learn. Teachers are expected to teach. High expectation works for underprepared students and unmotivated students as well as overachievers.

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*Getting There...continued from page 13*

### **Respect Diverse Talents and Ways of Learning**

This means that...

Teachers give opportunities to students to show what they know and what they can do in ways that they can be successful. Also, students are encouraged to learn in ways that may be less familiar to them. Teachers learn to teach in ways that may not come easily to them.

Chickering and Gamson confirm that there is plenty of evidence that the *Seven Principles* work. Improvement of education and especially adult education lies in the hands of the teachers and the learners. The administrator's role is to create the environment for good practice to flourish. That environment must include:

- A sense of shared purpose by the learners, teachers and administrators.
- Vigorous leadership and support from experienced faculty and administration.
- Sensible funding decisions.

- Procedures in confluence with learning as a purpose.
- Analysis and continuous adjustments of what's working and what's not.

Resourcing faculty adequately so they can do their jobs need not mean the latest technology and newest publications. It does mean minimizing distractions, simplifying processes, and helping teachers "stick to the knitting" of teaching.

For Chickering and Gamson, "Getting There" means looking to ourselves as our own saviors. It means teaching the way we already know good teachers teach. It means placing the responsibility on learners that they learn. It means that if we are the problem, then we must also be the solution.

### **About the Author**

Dr. David Joost is the Director of Adult Education Programs at Houston Community College. He can be reached by calling (713) 718-8379 or electronically at david.joost@hccs.edu.

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## **Are We There Yet?**

*by Kathleen Simmons*

If you are a parent, you've undoubtedly heard this question before. As an ESL instructor, I began to think about the journey that my students are on and the questions they must continually ask themselves about this very personal journey. "Am I there yet?" "Am I better off now than I was then?" "Is this worth it?" "Can I really do this?" As a fellow adult learner who started college at the age of 38, I can relate to the pressures and difficulties that come with the decision to better yourself and your family. You make the initial choice to enroll and hopefully start classes, but believe me, it's a never ending battle and constant struggle to continue to move forward when distractions, trials, and this thing called life getting in the way.

In the last month alone, I've seen this truth repeated numerous times. A woman working full-time, raising a family and attending classes has a terrible car accident, totals her vehicle, and spends two days in the hospital with a serious back injury. Another woman determined to learn English comes to classes tired and stressed because her husband and employer don't think that this use of her time is worthwhile.

Pregnancies, illnesses, children that need time and attention, juggling two jobs – the list goes on. Combine the difficult lives of our students with the need of teachers to teach, ensure progress and enforce attendance requirements, and it's easy for everyone to feel stressed and frustrated at times.

So, how do we help our students "get there?" I think the answer is, "any way we can." I've found as a teacher that I need to be so much more than just the person who gives them "book learning." I'm also required to be a guidance counselor, motivational speaker, encourager, friend and mentor. It's often a skilled balancing act, understanding and having empathy for students and what they are experiencing while at the same time fulfilling the requirements that our program calls for with respect to progress, testing, and attendance. A tough assignment yes, but doable. I've learned that the small things make a big difference and that a simple word of acknowledgement or a smile and a pat on the back can have a great impact. I recall as a single mother raising a young daughter, how alone and unappreciated I often felt. One night

while attending my daughter's open house at school, I was leaving her classroom when her Science teacher approached me, laid a hand on my shoulder and said, "You're doing a great job with her." I teared up immediately, so touched that someone had acknowledged what I was doing and had taken the time to tell me that I was doing a good job. I remember that incident to this day because it demonstrates the power of a word and a gentle act of kindness. We need to always remember that a personal relationship, a kind word, or a gentle act goes a long way.

Whether it's small goals or larger ones, allowing students to achieve some lesser goals and build from there will often inspire them to continue their efforts and not give up. This is the reason I will often give short, simple tests on a regular basis. I've found that successfully mastering small things while at the same time learning the language as a whole can keep students from feeling overwhelmed and frustrated. When I first began teaching, I didn't score tests, but I have found that my students actually like having a number grade some of the time and experience a great feeling of pride and accomplishment when they see a good grade on a paper. For those who still struggle, even with the smallest achievements, I allow them to correct the test, turn it in a second time and then give the grade.

Portfolios are also a wonderful way to remind students of the great strides they are making. I like to place certain papers and activities in a student's portfolio at the beginning of the school year and then repeat the exact same activity six to eight weeks later, compare the two papers and allow the students to see in black and white how much they've grown

and what they've mastered. This can be a continuing process, constantly revisiting past activities; it's a great review for the student and shows them how far they've come. I also like to give practical homework assignments to students on a regular basis, i.e. teach a child a song, read their spouse a story, use a simple phrase or question in their homes one evening, etc. Demonstrating their abilities and sharing the learning experience with their families can empower them and motivate them to continue the process. Small successes can ensure the continued larger success of the student.

Inevitably, some students will find the challenges and requirements of adult education classes too difficult. In these instances, treat the situation as a temporary one instead of a permanent one. Impress upon the student that just because they aren't currently able to pursue their education, they shouldn't consider this decision a permanent one. Life is constantly changing and when their circumstances or situation improve, they might return to try again.

"Are we there yet?" an age-old question, and in the area of adult education, I think the answer much of the time is "Not quite, but we're staying the course and enjoying the journey."

#### **About the Author**

Kathleen works for the Literacy Council of Tyler and is the Adult Education Supervisor at the Family Learning Center of Tyler. She currently teaches an ESL beginner class. She's been in adult education for over four years. She has a Bachelor of Science Degree from The University of Texas at Tyler. She also has her ESL teaching certification from UT Tyler.

### **Don't Miss Featured Speaker Dr. C. Adolfo Bermeo at Texas Association for Literacy and Adult Education Annual Conference in Austin - February 12-14, 2009**

Dr. C. Adolfo Bermeo is a Senior Scholar with the Pell Institute for the Study of Opportunity in Higher Education and works closely with the Council for Opportunity in Education (COE) in Washington D.C., serving as a faculty member and keynote speaker at Council seminars and conferences for TRIO professionals throughout the United States. Dr. Bermeo works with state, national, and international organizations committed to social justice and to increasing access to higher education for historically underrepresented, first generation, low income, and immigrant students.

In the classroom, Dr. Bermeo both challenged and encouraged his students, always connecting their academic work to their life experience, while setting the highest expectations and rigorous academic standards. His teaching evaluations were among the very best among university faculty. Dr. Bermeo is particularly interested on the impact of immigration on the cultural, political, social, educational, and economic experience of Latino immigrants to the United States. As an immigrant himself, he has been a strong advocate for Latino immigrants, and particularly for undocumented students. At UCLA, he was instrumental in establishing IDEAS, an immigrant student organization advocating for the rights of undocumented immigrants in higher education.

In retirement he continues to advocate for the transformation of our society, for equity for immigrants both here and in Europe, and for a world marked by peace rather than war.

*(For more information on the TALAE Conference and Dr. Bermeo, visit TALAE website, [www-tcall.tamu.edu/talae](http://www-tcall.tamu.edu/talae))*

# The Doctors Stedman are Retiring

In January 2009 the State of Texas will say farewell to two long standing supporters of adult education and family literacy in Texas. Dr. Deborah Stedman and Dr. Ken Stedman will both retire after serving the field of adult education for many years.

Deborah Stedman, Ph.D. has spent most of her professional life in adult education and family literacy, having been an adult education teacher, learning center director, and curriculum developer. She worked for the Texas Education Agency from 1983 through 2000 as an administrator in the Division of Adult and Community Education. As Division Director, she was responsible for program and professional development as well as evaluation of local adult and family literacy programs. Dr. Stedman managed the initial implementation of the adult education assessment system and the adult education performance indicator system. In addition, she was the author of two Families First grants from the US Department of Education which incorporated the development of the Indicators of Program Quality.

Since July 2004, Dr. Deborah Stedman has served as the Director of the Texas Family Literacy Resource Center house at Texas State University and has been an Assistant Professor in the Developmental and Adult Education master's degree program. Dr. Stedman earned a doctorate in Adult and Interdisciplinary Education from Texas A&M University (1984). Her expertise is in the area of family literacy program improvement.

Ken Stedman, Ph.D. professional career has spanned four decades, three universities, two state agencies and the United States Army. His early work in adult education was at The University of Texas at Austin (70's and 80's) where he staffed several adult education projects, including three multi-year statewide projects—Texas ABE Guidance & Counseling, CETA Counselor Training, and Retention & Recruitment of Older Adults. Over the years he held various staff positions, including project director, curriculum developer, trainer/workshop facilitator and program evaluator.

Dr. Ken Stedman joined The Education Institute in March 2004 as Research Specialist for the newly funded Central Region GREAT Center. His most recent position has been Director of the Texas Adult Education Credential Project.

A retirement reception will be held for the Stedmans on Monday, January 12, 2009 at Texas State University-San Marcos. Please contact The Education Institute at 512-245-3995 for additional information.



# Welcome to Our Library. . .

"This is the first time I've ordered online. It seems easy."

Steve Zach  
Literacy Coordinator  
Harris County Public Library



## IMMIGRANT OR REFUGEE LEARNERS AND CITIZENSHIP

***American Manners and Customs: A Guide for Newcomers.*** Claire, Elizabeth (2004). Saddle Brook, NJ: Eardley Publications. "What do I do?" "What do I say?" Too often these questions from our students come AFTER they have been embarrassed, lost a friend, or missed out on a job opportunity. Here's a resource that gives them fundamentals of American manners so they will feel more confident and ready to interact. Difficult words are glossed at the bottom of each page. Designed for the classroom or for self-study by adults and young adults at an intermediate English level. Each 2-page chapter is followed by 2 pages of discussion questions, culture sharing questions, opinion sharing questions, and vocabulary quizzes with answers.

***The Arrival.*** Tan, Shaun (2007). New York, NY: Arthur A. Levine Books. With great potential to inspire oral language in a classroom of English language learners, author/artist Tan's wordless graphic novel tells in pictures the compelling story of a father who leaves his homeland and family to make a new life in another country. In the words of Nancy Pearl, commentator on books for National Public Radio, "Tan brilliantly universalizes the immigrant experience by making the country of arrival a surreal place that is as wondrously strange to the reader/viewer as it is to the immigrant himself. Tan conveys so much in each of the pictures that every one — whether full page or smaller — calls out to be pored over. The power of visual art to tell a narrative tale that is both nuanced and complex has seldom, if ever, been demonstrated more clearly than here."

***ESL GED Civics Curriculum, Version 2.0.*** Simmons, Jane (February 2008). Tyler, TX: Literacy Council of Tyler, Inc. This curriculum promotes civic responsibility while also integrating other instruction for the typical ESL student. Some examples of these skills are sentence structure, parts of speech, and vocabulary building. Some examples of these skills are reading comprehension, essay writing, and mathematical analysis. As the curriculum is distributed and used in the field, it will continue to be revised and other lessons added. The CD (available free on request) contains both PDF and Publisher files. The PDF files duplicate the best but cannot be changed; however, the Publisher files allow you to change the names of elected officials to reflect the people serving in your local area.

***A More Perfect Union: America Becomes a Nation.*** Slover, Tim, Writer and Johnson, Peter N., Director (1989). Malta, ID: National Center for Constitutional Study. Journey back to 1787 to witness crucial events in our nation's founding. You'll meet Madison, Washington, Franklin, and others and marvel at the labor and godly wisdom that went into drafting our Constitution. This timely reminder of the underlying principles that established and still protect our freedoms will reinforce the concept of responsible citizenship. Filmed in Philadelphia's Independence Hall and other historic sites. The teacher's guide (16 pages) is available online. The DVD video is 114 minutes. Included in this set is a copy of the Constitution of the United States.

***Muslim Refugees in the United States: A Guide for Service Providers.*** Maloof, Patricia S. and Ross-Sheriff, Fariyal and Asani, Ali S. (2003). Washington, DC: Center for Applied Linguistics. This booklet is a basic introduction to the worldview of Muslim peoples as manifested in their religion and culture. It is designed primarily for service providers and others assisting Muslim refugees in their new communities in the United States, and focuses on people from many parts of the world who are distinguished by their adherence to Islam. This guide therefore seeks to address the multifaceted situations that result from the combination of a shared belief system and a diversity of cultural backgrounds. It also encourages service providers to build relationships with mosques and Islamic community organizations that may have programs to support Muslim refugees and immigrants.

***Writing America: Classroom Literacy and Public Engagement.*** Robbins, Sarah and Dyer, Mimi, Edtors (2005). New York, NY: Teachers College Press. This book addresses teachers' goal to engage students in meaningful learning. Essays by eleven teachers describe their classroom experiences as they implement programs based on Keeping and Creating American Communities (KCAC), a multiyear curriculum development project funded by the National Endowment for Humanities and the National Writing Project. The teacher essays present examples of classroom-based community studies projects that showcase teachers' reflective practice in action, models for professional growth, collaborative staff development programs, and much more. The essays provide replicable projects, curricular models for building connections between the classroom and the larger community.

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## HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?

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

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## CULTURAL DIVERSITY IN FAMILY LITERACY

***Big as Life: The Everyday Inclusive Curriculum, Volume 1.*** York, Stacey (1998). St. Paul, MN: Redleaf Press. This multicultural/anti-bias early childhood curriculum draws on children's observations and questions to bring the real issues of their lives into the classroom and to create a curriculum that supports pride, self-confidence and critical thinking. Volume 1 explores the philosophy behind the multicultural/anti-bias curriculum, and provides eight comprehensive curriculum units.

***Bridging Cultures in Early Care and Education: A Training Module.*** Zepeda, Marlene and Rothstein-Fisch, Carrie and Gonzalez-Mena, Janet and Trumbull, Elise (2006). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. This module offers a flexible two-hour workshop script, with detailed facilitation notes, using real-life dilemmas from early care and education settings to illustrate and fuel discussion about the two common and sometimes conflicting cultural norms of individualism (associated more closely with mainstream U.S. culture) and collectivism (associated more closely with immigrant communities). Participants (such as early childhood educators, caregivers, and parent educators) are trained to become attuned to culturally driven differences in child-rearing practices and gain insight into how to anticipate and mitigate potential misunderstandings. The module includes handout and overhead masters; background information on the conceptual framework; guidance and suggested resources for extending the training; and an annotated bibliography.

***Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs.*** Julie Bisson (1997). St. Paul, MN: Redleaf Press. Can your classroom celebrate holidays respectfully? Can holidays be fun anymore? Yes and yes! Celebrate! is filled with strategies for exciting holiday activities that are unbiased and developmentally appropriate. Chapters include Developing a Holiday Policy, Selecting Holidays, Addressing Stereotypes and Commercialism, and Evaluating Holiday Activities. The book also tells how you can involve families.

***Connections and Commitments: Conexión y Compromiso: Reflecting Latino Values in Early Childhood Programs.*** Costanza Eggers-Pierola (2005). Portsmouth, NH: Heinemann. Connections and Commitments provides a framework that helps you teach Latino students more responsibly by focusing on four key values shared by many Latino cultures: Familia/Family: Forming true alliances

with the family network; Pertenencia/Belonging: Creating a sense of family and belonging in the classroom; Educacion/Education: Learning together; and Compromiso/Commitment: Taking the lead in changing professional development. Maintaining an awareness of these four values gives you a specific foundation on which to build differentiated best practices for your Latino class members, and Eggers-Pierola includes an array of sample activities, strategies, and useful classroom tools that reinforce these concepts and move you toward a deeper understanding of Latino culture. Connections and Commitments also contains the information you need to extend beyond a single classroom with resource lists, reflection questions, and specific outreach ideas that make it an ideal resource for staff development and teacher book groups, as well as individual study.

***The Context and Meaning of Family Strengthening in Indian America.*** Besaw, Amy, et al (August 2004). Baltimore, MD: The Harvard Project on American Indian Economic Development. This report to the Annie E. Casey Foundation examines what the term "family strengthening" means in Indian America. According to the report's introduction, "Decades, even centuries of subjugation and disempowerment have left many Native communities poverty stricken and dependent on federal programs and federal dollars to support children and families. ... Even on reservations where tribal governments are proactively addressing economic underdevelopment, ... the particular history of Indian America has left a legacy of dependence on federal and state antipoverty, education, and social 'progress' programs when it comes to addressing the needs of children and families."

***Developing Cross-Cultural Competence: A Guide for Working With Children and Their Families, Third Edition.*** Lynch, Eleanor W. and Hanson, Marci J. (2004). Baltimore, MD: Paul H. Brookes Publishing Co. Authors representing various cultures offer advice for working with children and adults of diverse heritage. Book may be used in preservice and in-service settings to help educators and social workers learn how to appreciate and accommodate diversity through respectful and effective interaction in providing services. Some of the cultural heritages addressed include Native American, African American, Latino, Asian, and Middle Eastern.

***Embracing Identities in Early Childhood Education: Diversity and Possibilities.*** Grieshaber, Susan and Cannella, Gaile S., Editors (2001). New York, NY: Teachers College Press. Drawing on the work of early childhood teachers and teacher educators, this edited volume pro-

vides examples of creative ways in which practitioners and theorists are rethinking their work. Grounded in principles of equity, difference, and the recognition of racial, ethnic and sexual diversity, the book opens possibilities for thought and action. The contributors provide a range of thinking, theorizing, and practical applications on topical issues in the field such as, issues of equity and fairness in observing young children, gender identities in the early years, and working with non-traditional families. Readers will appreciate the multiple perspectives on views of children, care, and classroom knowledge.

***Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care.*** Mangione, Peter L. (1995). Sacramento, CA: California Department of Education and WestEd. This concise guide to culturally sensitive care for infants and toddlers is divided into the following sections: "The Importance of Culture in Early Development"; "Multicultural Issues in Child Care" (including concerns of immigrant families); "The Process of Culturally Sensitive Care"; and suggested resources. An appendix also provides information/resource forms for parents and/or caregivers.

***In Our Own Way: How Anti-Bias Work Shapes Our Lives.*** Alvarado, Cecelia and Burnley LaVita and Derman-Sparkes, Louise and Hoffman, Eric and Jimenez, Linda Irene and Labyzon, June and Ramsey, Patricia and Unten, Annette and Wallace, Beth and Yasui, Barbara (1999). St. Paul, MN: Redleaf Press. *In Our Own Way* is filled with the personal stories of people who have worked to establish anti-bias environments in their careers in child care. Each of the stories is a unique look at how the writers learned to think critically in their own lives as well as how they've learned to teach this skill, among others, in their anti-bias work. And each story shares that it is work requiring constant communication, energy, vigilance, and the passion for trying to make positive changes in the community. Early childhood professionals at every level will be inspired by the voices of the writers of *In Our Own Way*. Moving beyond the concepts of diversity and anti-bias work, they instead share the everyday anecdotes that will help caregivers shape an anti-bias program and face the challenges in their own communities.

***Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood Education.*** Garcia, Eugene E. and McLaughlin, Barry and Spodek, Bernard and Saracho, Olivia N., Editors (1995). New York, NY: Teachers College Press. Geared toward early childhood educators, reading and writing teachers, bilingual and English as a Second Language teachers, and to courses in these fields, this compilation of chapters from a wide range of authors examines the issues of linguistic and cultural diversity in early childhood programs.

***Multicultural Issues in Child Care, Third Edition.*** Gonzalez-Mena, Janet (2001). Mountain View, CA: Mayfield Publishing Company. Text presents cultural differences relevant

to all early childhood care and education settings. Daily caregiving routines and objectives are stressed throughout, with emphasis given to the practical and immediate concerns of the caregiver. The book promotes sensitivity, communication, and problem solving as keys to providing what children need according to their individual development, their parents' beliefs, and the beliefs of the caregiver. Learning to communicate across cultures, even when a common language is not shared, is emphasized.

***Roots and Wings: Affirming Culture in Early Childhood Programs, Revised.*** Stacey York (2003). St. Paul, MN: Redleaf Press. *Roots and Wings* was published over a decade ago as the first practical resource for early childhood teachers on the new topic of multicultural education. Completely updated, this new edition retains the best of the original while presenting current anti-bias and culturally relevant issues in educating young children in a clear and organized way. With over 100 new and revised activities, practical examples, and staff-training recommendations, the revised edition also includes new chapters on bilingual education, culturally responsive teaching, and children and prejudice. Nine comprehensive chapters provide a thorough and accessible introduction to working with diverse children and families in early childhood settings. The book also includes an updated, extensive list of suggested resources. An ideal resource for early childhood teachers, program directors, pre-service and in-service teacher trainers, and parents interested in anti-bias and multicultural education.

***Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood.*** Barrera, Isaura and Corso, Robert M. and Macpherson, Dianne (May 2005). Baltimore, MD: Paul H. Brookes Publishing Company. In your work with young children and their families, have you ever had a conversation or interaction that could have gone better — if you'd had a better understanding of how to respond to cultural diversity? This book can help! Using *Skilled Dialogue*, a field-tested model for respectful, reciprocal, and responsive interaction that honors cultural beliefs and values, practitioners will improve their relationships with the children and families they serve and better address developmental and educational goals.

***Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask About African American Students.*** Thompson, Gail L. (2004). San Francisco, CA: Jossey-Bass. "Thompson takes on the volatile topic of the role of race in education and explores the black-white achievement gap and the cultural divide that exists between some teachers and African American students. Solidly based on research conducted with 175 educators, [this book] provides information and strategies that will help teachers increase their effectiveness with African American students. Written in conversational language, [the book] offers a wealth of examples and personal stories that

*continued on page 20*

clearly demonstrate the cultural differences that exist in the schools and offers a three-part, long-term professional development plan that will help teachers become more effective." -- Editorial Description.

## VOLUNTEER AND COMMUNITY-BASED LITERACY

**Founder Transitions: Creating Good Endings and New Beginnings.** Adams, Tom (2005). Baltimore, MD: The Annie E. Casey Foundation. This guide examines the unique challenges presented by transitions involving founders or long-term executives. It provides clear advice for executives and their boards in confronting the complex issues these transitions present.

**The Greater Good: How Philanthropy Drives the American Economy and Can Save Capitalism.** Gaudiani, Claire (2003). New York, NY: Henry Holt and Company. A research scholar and voice for community development, Gaudiani describes the role of generosity in America's history of prosperity and democracy. From the Editorial Description: "Gaudani draws a blueprint for a just future, full of opportunities, based on giving." With chapters on Making the Most of People Through Education, this book could serve as a resource for grant proposal writing and fundraising.

**High Performance Nonprofit Organizations: Managing Upstream for Greater Impact.** Letts, Christine W. and Ryan, William P. and Grossman, Allen (1999). New York, NY: John Wiley & Sons, Inc. Drawing on management techniques used by successful managers in both businesses and nonprofits, This book outlines approaches that nonprofits can use to build their capacity for learning, innovating, ensuring quality, and motivating staff. Illustrated with case studies and examples, the book outlines processes for achieving these goals, including human resources management - to attract and develop employees truly in synch with an organization's mission, benchmarking-to identify practices that best meet a nonprofit's needs, responsiveness and quality systems - to continuously review and upgrade quality of service, and product development - to tap the talents of every employee to create effective programs. The authors argue that these processes, far from corrupting a nonprofit with practices that evolved to make companies more profitable, actually help an organization convert its values and integrity into results for clients and communities. These adaptive capacities help nonprofits deliver on their mission, building the model organization that will make the biggest impact with model programs. This book goes further, laying out an agenda for changing the nonprofit environment, making it more supportive of its managers and more aware of the potential of organizational capacity. The authors assess the special opportunity of several stakeholders - including the nonprofit board, foundations, and the national office of multisite nonprofits, to create a new culture that values organizational performance.

**Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace.** MacKenzie, Gordon (1996). New York, NY: Penguin Putnam, Inc. "Creativity is crucial to business success. But too often, even the most innovative organization quickly becomes a "giant hairball" -- a tangled, impenetrable mass of rules, traditions, and systems, all based on what worked in the past -- that exercises an inexorable pull into mediocrity. ... In [MacKenzie's] deeply funny book, exuberantly illustrated in full color, he shares the story of his own professional evolution, together with lessons on awakening and fostering creative genius. ... [This book is a] personally empowering and entertaining look at the intersection between human creativity and the bottom line ... for any manager looking for new ways to invigorate employees, and any professional who wants to achieve his or her best, most self-expressive, most creative and fulfilling work." -- from the Editorial Description.

**Training the Reading Team: A Guide for Supervisors of a Volunteer Tutoring Program.** Walker, Barbara J. and Scherry, Ronald and Mandel Morrow, Lesley (1999). Newark, DE: International Reading Association. A companion volume to Lesley Mandel Morrow and Barbara J. Walker's "The Reading Team" (a separate title available through the Clearinghouse), this book guides supervisors of a volunteer reading program through each step of a tutor-training program: from publicizing the program, to recognizing the roles of each reading team member, to training volunteers in how to tutor young students effectively. Based on a successful program developed by one of the authors, the book provides easy-to-reproduce overheads and handouts and a script-like explanation of activities to do with tutors in training sessions. The book also contains sample forms and letters to help with implementation and evaluation of the tutoring program.

**Up Next: Generation Change and the Leadership of Nonprofit Organizations.** Kunreuther, Frances (2005). Baltimore, MD: The Annie E. Casey Foundation. As the Baby Boomers grow older, organizations will need to consider leadership transitions. This monograph explores how to support these transitions and how to ensure that the next generation of leaders is more diverse and more representative of the communities that they serve.

**What We Learned (the Hard Way) About Supervising Volunteers: An Action Guide for Making Your Job Easier.** Lee, Jarene Frances and Catagnus, Julia M. (1999). Philadelphia, PA: Energize, Inc. This resource collects the advice, wisdom, and experience of over 85 supervisors of volunteers. They share what works and what doesn't, and describe challenges and how they met them. Some of the topics include: defining volunteer job expectations and establishing goals to meet them; training new volunteers and ongoing education for all volunteers; resolving performance problems; motivating volunteers through recognition and feedback; and evaluating a program to determine its strengths and weaknesses.



"As always, you guys are great! What a resource for Texas educators at all levels."

Elizabeth Starek  
Tutor Coordinator  
Student Support Services  
Trinity Valley Community College

## Things to Send For. . .

### IMMIGRANTS OR REFUGEE LEARNERS AND CITIZENSHIP

***Building Tomorrow's Workforce: Promoting the Education and Advancement of Hispanic Immigrant Workers in America.*** Gershwin, Mary and Coxen, Tammy and Kelly, Brian and Yakimov, Gary (2007). Big Rapids, MI: National Council for Workforce Education. Over 50% of Hispanic immigrants have less than a high school education, and like other low-skilled working adults, they face a host of barriers if they want to earn the credentials they need to compete in today's labor market. This report presents promising employer/community college partnerships that expand access to higher education and benefit low-skilled, immigrant Hispanic adults. TCALL's Clearinghouse Library distributes free copies of this title to Texas educators ONLY. The materials are also available online:  
[www.ncwe.org/Lumina\\_MAY19.pdf](http://www.ncwe.org/Lumina_MAY19.pdf)

***A Chance to Earn, a Chance to Learn: Linking Employment and English Training for Immigrants and Refugees New to English.*** Wrigley, Heide Spruck and Strawn, Julie (2001). Chicago, IL: Illinois State Board of Education. Among the millions of immigrants and refugees who have come to the US since 1990, the most disadvantaged are adults with minimal formal education -- those who are new to both English and to literacy. These individuals need proper training and job development in order to obtain work at a living wage and help meet the workforce needs of the new economy. Wrigley and Strawn provide an overview of educational patterns among immigrants and discuss the relationship between ESL, literacy, and employment. Gaps in the research are described, as well as recommendations about what works and doesn't work in existing efforts to serve this population.

***Field Notes, Volume 16, Number 4: ABE Counseling.*** Balliro, Lenore, Editor (Fall 2007). Boston, MA: System for Adult Basic Educational Support. This quarterly, theme-based newsletter is designed to share innovative and reliable practices, resources, and information relating to ABE. This issue offers guidance for educators who counsel adult learners either informally while teaching or as professionally trained counselors in adult education or English language learning programs. Articles cover culture variables in counseling immigrants, setting boundaries, handling ethical questions, and avoiding legal issues. TCALL's Clearinghouse Library distributes free copies of this title to Texas educators ONLY. The materials are also available online:  
[www.sabes.org/resources/publications/fieldnotes/vol16/fn164.pdf](http://www.sabes.org/resources/publications/fieldnotes/vol16/fn164.pdf)

***Issues in Improving Immigrant Workers' English Language Skills.*** Burt, Miriam (December 2003). Washington, DC: National Center for ESL Literacy Education. English language ability is related to higher wages and more stable employment for immigrants to the U.S., yet little training is currently offered to immigrants at the workplace. Issues in providing this instruction include unrealistic expectations both of what can be learned in a short workplace class and how quickly language and cultural behaviors can and should be changed; difficulties in defining and assessing outcomes; and a lack of value placed on the instruction. Research is needed on the use of the native language in workplace instruction; on the efficacy of short-term classes; and on creative ways of providing, monitoring, and assessing English language instruction on the job.

***Language Assimilation Today: Bilingualism Persists More Than in the Past, But English Still Dominates.*** Alba, Richard (December 2004). Albany, NY: Lewis Mumford Center for Comparative Urban and Regional Research. Because of renewed immigration, fears about the status of English as the linguistic glue holding America together are common today. In a very different vein, multiculturalists have expressed hopes of profound change to American culture brought on by the persistence across generations of the mother tongues of contemporary immigrants. Using 2000 Census data, the Mumford Center has undertaken an analysis of the languages spoken at home by school-age children in newcomer families in order to examine the validity of the claim. One of the specific findings is that much third-generation bilingualism is found in border communities, such as Brownsville, Texas, where the maintenance of Spanish has deep historical roots and is affected by proximity to Mexico. Away from the border, Mexican-American children of the third generation are unlikely to be bilingual. One conclusion of this report is that both the anxieties about the place of English in an immigration society and the hopes for a multilingual society in which English is no longer hegemonic are misplaced. Other languages, especially Spanish, will be spoken in the U.S., even by the American born; but this is not a radical departure from the American experience. Yet the necessity of learning English well is accepted by virtually all children and grandchildren of immigrants.

***A More Perfect Union: A National Citizenship Plan.*** Chenoweth, Jeff and Burdick, Laura (January 2007). Washington, DC: Catholic Legal Immigration Network, Inc. With 37 million foreign-born residents, the United States' strength

*continued on page 22*

[Free Things to Send For](#), continued from page 21

and vitality depends on the contributions of its newest members. However, the integration of a population of this magnitude and diversity cannot be assumed. The pressing policy question becomes: what can be done to promote the integration of this record number of immigrants? This report proposes a national program to naturalize the eight million immigrants who -- based on their years as Lawful Permanent Residents (LPRs) -- may qualify to naturalize, as well as the millions more who will become eligible in the near future. This report sets forth the resources, activities, and partnerships that would be required to naturalize as many eligible immigrants as possible. Comprehensive recommendations were developed with support from English as a Second Language (ESL) experts. Chapter 7, "Preparing Immigrant Learners for Citizenship", includes information on competencies for citizenship teachers, program models for ESL and citizenship, in-class curricula priorities for integrated citizenship program models, and an overview of current funding for adult basic education and ESL services. TCALL's Clearinghouse Library distributes free copies of this title to Texas educators ONLY. The materials are also available online:

[www.cliniclegal.org/DNP/citzplan.html](http://www.cliniclegal.org/DNP/citzplan.html)

## HELPING ADULTS ACHIEVE GOALS

**Adult Education and Literacy Instructor Starter Kit.** Virginia Adult Learning Resource Center (2001). Richmond, VA: Virginia Adult Learning Resource Center. A reference for teachers and tutors new to adult education, this kit is customizable and reproducible. Administrators will find it useful as a guide for group or individual orientation sessions. Its informal tone and question-answer format encourage teachers to read about adult learning, classroom management, and testing and assessment. The kit also includes a collection of goal-setting and planning tools teachers may use or adapt: a checklist of responsibilities, goal-setting tools, suggestions for first meetings, tips for managing multilevel classes, information on tests and testing, general GED information, a list of adult education acronyms, as well as some information specific to adult education in Virginia. TCALL's Clearinghouse Library distributes free copies of this title to Texas educators ONLY. The materials are also available online:

[www.aelweb.vcu.edu/pdfs/Instkit.pdf](http://www.aelweb.vcu.edu/pdfs/Instkit.pdf)

**Helping Job Seekers Who Have Limited Basic Skills: A Guide for Workforce Development Professionals.** John J. Heldrich Center for Workforce Development (September 2004). New Brunswick, NJ: Edward J. Bloustein School of Planning and Public Policy, Rutgers. This guide provides program planners and frontline staff at public and private career centers with an introduction to the steps involved in planning, implementing, and improving a system of services that helps job seekers who have limited basic skills to meet workplace skill requirements and get and keep

rewarding, financially sustaining jobs. Anson Green of Texas Workforce Commission Adult Literacy says, "This is a great primer for those looking for resources to get started or further your plans to help students reach their employment goals. It is clear, full of information and presents great options for improving services. Because it is for workforce development professionals, it should help ABE practitioners better understand the workforce perspective on this issue, which might help you better understand how your local workforce system operates and sees things." TCALL's Clearinghouse Library distributes free copies of this title to Texas educators ONLY. The materials are also available online: [www.heldrich.rutgers.edu/uploadedFiles/Publications/Job%20Seekers%2010.20.pdf](http://www.heldrich.rutgers.edu/uploadedFiles/Publications/Job%20Seekers%2010.20.pdf)

**Promoting Success of Multilevel ESL Classes: What Teachers and Administrators Can Do.** Mathews-Aydinli, Julie and Van Horne, Regina (April 2006). Washington, DC: Center for Adult English Language Acquisition. Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Learners in the latter group attend English as a second language (ESL) or ABE classes to improve their oral and written skills in English and to achieve goals related to job, family, or further education. The term multilevel has come to define classes where learners from a wide range of levels, from beginning to advanced, are placed together in a single group. In some parts of the country, multilevel classes are the only option that programs have when offering ESL classes. This Brief provides background information on multilevel classes and offers suggestions for teachers on instruction in such classes and for administrators on ways to provide support for teachers in programs with multilevel classes.

**Working with Adult English Language Learners with Limited Literacy: Research, Practice, and Professional Development.** Burt, Miriam and Peyton, Joy Kreeft, and Schaezel, Kirsten (July 2008). Washington, DC: Center for Applied Linguistics. "Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills needed to improve their literacy levels and adult secondary education (ASE) classes to seek instruction to help them earn high school equivalency certificates. Both ABE and ASE instruction help learners achieve other goals related to job, family, or further education. English language learners attend English as a second language (ESL), ABE, or workforce preparation classes to improve their oral, written, and literacy skills in English and to achieve goals similar to those of native English speakers. This brief is written for teachers, program administrators, education researchers, and policy makers to ensure those who work with adult English language learners with limited literacy have the knowledge and skills needed to work effectively to address the literacy needs of adult English language learners." - from the Introduction.

## FAMILY LITERACY GRANTS AVAILABLE

The First Lady's Family Literacy Initiative for Texas, a program of The Barbara Bush Texas Fund for Family Literacy, announces the 2009 grant competition. Laura Bush, who founded this Initiative when she was first lady of Texas, continues to serve as Honorary Chair. The Texas Center for the Advancement of Literacy and Learning (TCALL) at Texas A&M University provides technical assistance to the family literacy programs funded each year.

As of July, 2008, the Initiative had awarded over \$3 million to 129 programs in 66 cities across the state. This year will mark the 14<sup>th</sup> annual competition

The grants of up to \$50,000 each are given to enable an established literacy program to build on existing service to a single generation, i.e., children or adults, and create a complete family literacy program. A complete family literacy program is defined as one that offers literacy (reading, writing, or oral language skill) instruction for both parents/caregivers and their young children, as well as regular Interactive Literacy Activities (ILA) or Parent and Child Together (PACT) activities.

ILA or PACT activities engage parents and their children together in reading or pre-reading activities, while parents receive instruction, modeling and practice in effective methods for reading with their children. Many family literacy programs also offer parenting education, often in combination with home visits for further instruction and modeling of parenting practices and ILA or PACT activities in the home environment. Children in family literacy programs are typically infants through early elementary grades.

The grant program also funds innovative projects within existing family literacy programs, as well as replication of successful family literacy programs with new populations or in new locations. A successful grant application includes clearly stated objectives, along with a solid assessment plan to measure progress toward those objectives. Collaborative partnerships with other community groups are strongly encouraged. Past grantees include community-based organizations, libraries, school districts, community colleges, universities, charter schools, pediatric medical clinics, prison programs, Head Start and Even Start programs, as well as other organizations.

Programs will start in September 2009. The 2009 application and guidelines are available on TCALL's website ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)) or you can email [ppeebler@mcnairgrp.com](mailto:ppeebler@mcnairgrp.com) to request an application. **The deadline for submitting applications is Friday March 13, 2008.**

For more information about these grants, please contact Pat Peebler at [ppeebler@mcnairgrp.com](mailto:ppeebler@mcnairgrp.com) or phone (713) 336-7889. For more information about the work of the Barbara Bush Foundation for Family Literacy and the Barbara Bush Texas Fund, go to the Foundation's website. [www.barbarabushfoundation.com](http://www.barbarabushfoundation.com)

### *Disaster Recovery Grants..., continued from page 2*

and language classes, 18 GED preparatory classes and seven English literacy and civics classes for two weeks beyond the spring semester's scheduled ending date. Lone Star College provides adult education services to residents in the north Houston area.

*The Lyford Even Start Family Literacy Program's* facility, located in the southern tip of coastal Texas, experienced extensive damage in Hurricane Dolly, and classrooms and instructional materials were destroyed. Fortunately, the building was insured and has been repaired. However, the childcare playground infrastructure and some contents of the building were not insured and must be repaired or replaced for the program to retain its status as a state-licensed childcare facility. This license enables the program to participate in the Texas Early Education Model Project and remain eligible for state childcare funds. The funding provided by the grants will repair the infant outdoor playground area and replace destroyed classroom furniture, toys and books.

*Pregnancy & Parenting Support Center (PPSC)* is a faith-based program in Galveston County that provides free educational services, practical household and infant supplies, and important encouragement to pregnant women and to mothers with children under the age of three. Hurricane Ike flooded the center with eight feet of water. Many of the mothers lost their homes and possessions and were forced to relocate within the county. By traveling throughout the Galveston area and offering "Read-To-Me" classes to mothers and their young children, the center will use the funds to re-establish contact with their former clients, as well as meet prospective clients.

*The Presidio English Literacy and Civics Education Program* is the only adult education program serving Presidio County, an area devastated by the disastrous flooding of the Rio Grande. In addition to flooded homes and closed workplaces, the border crossing between the United States and Mexico upon which the local economy depends was closed for three weeks. Job losses in other parts of the state have also affected this area, with people moving to join their extended family in Presidio, where jobs were already in short supply. These disruptions and demographic shifts have resulted in smaller class sizes, fewer students and low attendance at the program. Therefore, it will be funded to employ a temporary recruitment assistant to reach out to and work with former and potential students.

*Region 5 Education Service Center Adult Education* provides education services to adults in Jasper, Newton and Tyler Counties, an area that was still recovering from Hurricane Rita when Hurricane Ike hit in September. Preliminary damage estimates following Ike indicate disaster-related costs for this tri-county area to be over \$97 million. Residents endured prolonged power outages, road closures, gas shortages and interruptions to work and school. Tyler County suffered so much damage that county officials allowed no outside traffic to pass through for several days. While the center's buildings received only minor damage, at least 25% of its student population did not return to class after Ike. It will be funded to implement an aggressive student recruitment, outreach and retention initiative.

**Texas Adult & Family Literacy Quarterly** is the publication of the Texas Center for the Advancement of Literacy & Learning (TCALL). The publication is free to adult educators, literacy providers, and others interested in adult and family literacy. **The Quarterly** is dedicated to advancing knowledge in the field by addressing topics of concern to adult and family literacy practitioners, adult learners, and scholars. The audience includes teachers, students, administrators, program coordinators, researchers, literacy volunteers, and in general individuals interested in the fields of adult and family literacy.

**Editor:** Peggy Sue Durbin

**Editorial Board:** Harriet Vardiman Smith, Ken Appelt and Federico Salas-Isnardi

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**Texas Center for the Advancement of Literacy & Learning**  
800-441-READ (7323)      979-845-6615      979-845-0952 fax

Center Email: [tcall@tamu.edu](mailto:tcall@tamu.edu)  
Website: [www-tcall.tamu.edu](http://www-tcall.tamu.edu)

**Harriet Vardiman Smith**  
TCALL Director  
[hsmith@tamu.edu](mailto:hsmith@tamu.edu)

**Dr. Mary Alfred**  
TCALL Principal Investigator  
[malfred@tamu.edu](mailto:malfred@tamu.edu)

**Texas Center for the Advancement of Literacy & Learning**  
College of Education & Human Development  
Department of EAHR  
Texas A&M University  
4477 TAMU  
College Station, TX 77843-4477

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