TEXAS Adult Education & Literacy QUARTERLY

Texas Center for the Advancement of Literacy & Learning

Raising Adult Learners Using the Village Approach

by Delia Watley

"It takes a village to raise a child." The essence of this proverb can be used to describe the new realm of adult education for the state of Texas. This proverb could very easily read "It takes a village to raise a community."

We are now in an era when the typical lecture style of teaching that has taken place behind closed doors has become less effective. Innovative methods involving community outreach must be sought to facilitate a vast array of learning opportunities for adult participants if we hope to provide relevant experiences for our students. Receiving the AEL grant this year has enabled Irving ISD through collaborative efforts of community organizations, local businesses, and public leaders to position itself on the map as a thriving provider of the new plethora of Adult Education and Literacy services.

Irving ISD seized the opportunity to join forces with Workforce Solutions of Greater Dallas and other partners to form the Dallas County Consortium. The city of Irving, with its vast array of cultures has over the years been known to some as the melting pot of Texas. Many persons have traveled to the area in search of better opportunities. In fact, Trulia.com named Irving zip code (75038) as the most diverse neighborhood in America (2013, Trulia.com). This zip code shows to be almost equally divided amongst Asian, Black, Hispanic and White residents. These families are bringing with them their own cultures, heritage, knowledge and experiences that when coupled with educational growth, career transitional programming and pathways to citizenship will help to make this new immigrant population of Irving a competitive force in the work industry.

Dallas County Commissioner Garcia, Program Manager, and High School Volunteers

One of the first tasks for the Irving ISD AEL program was to form awareness by building community support. Dr. Jose Parra, Irving ISD Superintendent, a visionary himself, helped to increase awareness by scheduling presentations for the Irving ISD School Board, the leadership team and community forums. Recruitment flyers were also distributed throughout community organizations such as libraries and social service organizations. Our next task was to seek support from community entities well-connected with

employers. To accomplish this, support was sought from two business chambers, the Irving/Las Colinas Chamber of Commerce and the Irving Hispanic Chamber of Commerce. Both agencies placed information in their monthly newsletters announcing the AEL classes to their employer base. Both the marketing presentations and community awareness activities increased support from many stakeholders.

The Irving ISD AEL program has also been very intentional in selecting sites to host classes. There were concerted efforts to include locations that provided ease of access to all residents in the community and that would be lucrative for recruitment efforts. Sites such as the Irving ISD Facilities Service Center and Meal Center provide a welcoming learning atmosphere for employees of the Irving ISD. Convenient class times were scheduled. Classes at the Facilities Center and the Meal Center were scheduled to take place immediately following the end of the student work schedules so that participants could clock out of their regular day jobs and report directly to the class. This program decision helped to boost retention for participants. Inclusion of the Irving Public Library and the Irving Family YMCA sites provided us with potential students for the classes. As well, choosing workforce sites such as "Taco Diner" provided a means of integrating specialized workforce skills for prospective participants.

H & R Block with Young Student Volunteers

Another collaborative effort of the program has been the willingness of instructors to share instructional time with community organizations. Guest presentations were scheduled as a part of the curriculum to expose students to services within the community. Quarterly presentations by prominent leaders and the community colleges were also frequent activities which provided information on college advancement, career and job training activities and employment opportunities. Program students were also able to participate in resume writing tasks with assistance from employers and Irving ISD student volunteers. H & R Block provided presentations that helped students with asset building and tax preparation. This collaborative effort expanded the scope of daily instruction and exposed students to areas of expertise from a vast array of community members.

Collaborating with Workforce Solutions as a means of implementing work readiness skills also helped to enhance the individual professional progress of students. By combining the resources of Workforce Solutions, the Irving ISD AEL program was able to facilitate childcare and transportation support for those in need. This collaborative effort also helped to expose students to onsite job fairs and employment referrals. The AEL program itself has been able to utilize referrals from business owners who were seeking literacy services for their employees. Last year, employee participants who enrolled in the classes had almost 50% more contact hours compared to non-employee participants.

Increasing collaborative efforts by including students, staff, businesses and community in the development of workforce class models builds capacity for programs in order to transition these participants into better careers and jobs. Intentional programming participation from all members of this collaboration will help in building successful career advancement and workforce programs.

Norma Valle, ESL graduate and model student

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

IN THIS ISSUE

EL-CIVICS EMAIL DISCUSSION LIST

Are you involved in English Literacy and Civics education in Texas? EL-Civics classes introduce students to civics-related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills.

This group is open to EL-Civics educators and leaders associated with Texas Workforce Commission-funded Adult Education and Literacy providers, as well as interested educators from non-funded programs.

For more information, find the Email Discussion Lists page from the lefthand side menu of TCALL's home page.   *http://tcall.tamu.edu*

Texas Strategic Plan Update
Anson Green, State Director, Adult Education and Literacy

The Adult Education and Literacy (AEL) operates under two major plans that outline programmatic activities and future direction. The Workforce Innovation and Opportunity Act State Plan is the state's compliance plan submitted to our federal funding agencies. This plan outlines how the Texas Workforce Commission (TWC) will implement and allocate funds for the state AEL program according to the federal law and regulations.

As its name suggests, the AEL Strategic Plan describes the strategic direction for the AEL program and is a much more forward looking document outlining the vision the TWC Commission has for state program priorities.

On November 3, the TWC held a work-session to discuss theAEL Strategic Plan. Legislative appropriations rider 32 requires the TWC to develop a report on progress related to a comprehensive statewide strategic plan. The plan must include:

- Goals and objectives to address the projected future demand for adult education in Texas;

- Address gaps in the adult education system;

- Improve efficiency of coordinated activities between state agencies; and

- Increased education and work-related outcomes for adult education students, and the types of programs and instruction necessary to help prepare adults for 21st century work and life.

The commissioners reviewed the draft strategic plan that was presented by State Director Anson Green. The AEL Advisory Committee was instrumental in the development of the plan and committee members Dave Lindsay and Lynda Webb presented the committee's perspectives at the work-session.

The plan includes a revised goal, strategies and objectives as well as a bold new performance milestone for Texas. The TWC Commissioners asked that the plan be reviewed and updated to align, as needed, to the new Texas Higher Education Coordinating Board Strategic Plan 60 X 30 Texas (*http://www.thecb.state.tx.us/reports/PDF/6862.PDF?CFID=34936286&CFTOKEN=35147870*).

TWC will be directing these enhancements and will present revisions to the commission during TWC's 2016 strategic planning process.

GOAL AND STRATEGIC OBJECTIVES FOR ADULT EDUCATION AND LITERACY
VISION
To deliver education, workforce, and higher education transition outcomes for students through innovative service delivery and partnerships that result in efficiencies, alignments, and accountability.
MISSION
To promote and support a responsive and accountable system that creates value and supports local solutions to addressing the educational and workforce development needs of Adult Education and Literacy (AEL) customers, businesses, and community stakeholders.

GOAL
To support increases in employment, higher education transition, skill gains, and secondary completion through demonstrated approaches that integrate system services and leverage community partnerships.

MILESTONE
By 2020, at least 20,000 adult learners will enroll in career pathways programs through partnerships between Texas employers, community and technical colleges, and adult education and literacy providers, and Workforce Boards which will positively impact student employment and employer workforce needs. The primary measures associated with this milestone goal are:

1) Utilization
   a. Career pathway students by year
   b. Unduplicated career pathway students from year 2015 to year 2020
   c. Number of employers participating in employer-based career pathways
2) Capacity
   a. Number of verified career pathways programs
   b. Number of providers with verified career pathways
3) Post-Program Employment
   a. Employed 2nd quarter post exit
   b. Employed 4th quarter post exit

STRATEGIES	
Strategy 1 ▪ Increase Workforce and Postsecondary Education and Training Outcomes	To support increases in education and work-related outcomes through enhanced delivery and service integration.
Strategy 2 ▪ Address Demand	To implement strategies that address projected demand for AEL in Texas.
Strategy 3 ▪ Increase System Coordination and Integration	To support and facilitate increased coordination and collaboration among state and local system stakeholders.
Strategy 4 ▪ Improve Performance Excellence	To support increased performance excellence, communicate impact, and ensure program accountability, fiscal integrity, and program effectiveness.

WIOA TRANSITION WEBINAR
December 10

The Workforce Innovation and Opportunity Act (WIOA) supports an unprecedented alignment of program services and associated accountability measures to support new opportunities and drive increased student success.

Texas is very well positioned to implement the new law. Please join us for an update webinar on WIOA and what to expect in the next program year.

WIOA Draft Combined State Plan for the State of Texas for Program Years 2016–2019 (Scroll down until you see Combined State Plan for the WIOA; Adult Education and Literacy can be found in Appendix 1)

December 10 (10:30 am CST)
http://twc.adobeconnect.com/wioaael/
Conf. Number: 1-877-820-7831
Participant Code: 557206

2015 TWC Adult Education and Literacy Incentive Award Winners

Carrie Tupa, Strategic Planning and Accountability Coordinator

For the first time ever, on Wednesday, November 18, 2015, the Texas Workforce Commission honored Adult Edu-cation and Literacy (AEL) grant recipients at its annual conference Board and Partner Awards Ceremony. These awards recognize partners who demonstrate exemplary performance in the areas of employer partnership, college integration, and Local Workforce Development Board (Board) integration. Those selected for recognition have provided outstanding AEL service delivery alongside their partners. These partnerships play a critical role in inspiring the replication of successful programs and best practices across Texas and assist AEL students in ac-quiring the skills needed to attain employment, increase wages and enter college.

Award winners received monetary awards to be used toward enhancing their programs. Specific award winners and award amounts are listed below. TWC AEL congratulates all of this year's first-ever AEL winners! Further, TWC Commissioners have allocated increased funding for AEL incentive awards for outstanding program perfor-mance and innovation at next year's conference.

EMPLOYER PARTNERSHIP

First Place - $50,000 - Community Action, Inc., of Central Texas

In September 2014, the Leander Independent School District (ISD) Department of Custodial Services developed a strategic collaboration with the Community Action Adult Education Program to develop the Leander English for Custodians (EFC) program for district custodians who wanted to improve their English communication skills. Program design was particularly critical since one-third of the custodians work days and two-thirds work nights. The custodial director insisted on two conditions: that the class be voluntary and offered to all custodians and that classes be held on Saturdays, as there was no time during the work week that would accommodate all cus-todians. It was challenging to design an English as a Second Language (ESL) program that would sufficiently interest full-time workers to voluntarily attend a Saturday class and also be of sufficient intensity for workers to im-prove their English language proficiency. In the first EFC program session, 80 percent of students completed the course. Community Action and Leander ISD are already looking forward to even better results next year.

Second Place - $35,000 - Socorro Independent School District

The Far West Adult Education Consortium consists of grant recipient and provider Socorro ISD, provider El Paso ISD, and fiscal agent and provider Ysleta ISD. During the 2014–15 performance year, the director of Ysleta ISD's Child Nutrition Services approached the AEL program about providing ESL classes for cafeteria employees. As a large urban school district, Ysleta ISD provides food services to over 40,000 students at 63 different campuses, employing about 450 cafeteria workers. Given Ysleta ISD's border location, English is not the first language for many of these employees. The employees' skills were assessed, and by considering their concerns and interests, instructors were able to plan and implement skills, including presenting to small and large groups and using com-puters for communication. After initial promotion of the classes, there was a tremendous response from the par-ticipants. Cafeteria managers quickly identified 39 interested employees willing and able to take the first course, and the initial cohort of participants completed 30 hours of instruction. Participants responded that the course was very helpful at work and outside of work and that they would recommend it to coworkers. Importantly, many par-ticipants' coworkers are now expressing an interest in joining regular AEL ESL classes, which the employer will encourage.

COLLEGE INTEGRATION AWARDS

First Place - $50,000 - Socorro ISD

Socorro ISD teamed up with Ysleta and El Paso ISDs to form the Far West Adult Education Consortium (Consortium). In 2014, the Consortium's inaugural year, more than 3,300 adult education students were provided

services. Through this AEL program, individuals are offered a transitions class, an ESL bridge course, and the Texas Success Initiative Academy coursework on the El Paso Community College (EPCC) campus, co-instructed by Consortium and EPCC faculty. Students are given the support necessary to develop academic readiness, language acquisition, college and career readiness, and personal readiness, and have access to an array of services at the community college. These courses expressly address gaps in academic curriculum between the adult education level and the college level, using syllabi from EPCC and through input from developmental education instructors.

Additionally, the Consortium collaborated with Workforce Borderplex and EPCC for Project GROW (Growing Regional Opportunities for the Workforce) and the Motivation, Education & Training (MET) program. Project GROW targets students who are pursuing vocational training and obtaining their GED® certificate concurrently, while MET targets migrant and seasonal farmworkers and provides intensive retraining for entry-level employment. Most importantly, the Consortium and EPCC set a common goal and expectations for students and have systems for identifying, assisting, and monitoring their progress. After just one year, 26 adult education students were able to enroll in EPCC courses for the fall of 2015, compared to only 18 total students over the last 10-year period.

Second Place - $35,000 - Austin Community College
Austin Community College (ACC) lists Adult Education (AE) as a core function in its mission statement. ACC budgets more than $1.5 million to augment grant funds and has a full academic division devoted to AE. At ACC, three college advisors and one counselor are solely dedicated to AE students. ACC extended its College Connection program to GED® program students to allow them to get assistance with registration and financial aid and provide them with the same benefits as ACC college students. GED® program students are also provided the opportunity to participate in official graduation ceremonies alongside students receiving certifications and associate degrees. Through the ACC Foundation, a multi-year college scholarship is offered exclusively to AE students and includes a case-management component. An accelerated college transitions program is offered to GED® program students at no cost, and almost half of ACC's GED® program students go on to attend college. The AE integration took root in 2013 after a long-term effort requiring a sustained commitment from top executives and extensive changes to the ACC system. Since 2013, ACC has had more students complete their GED® certificate and continue to college than the overall number of students who completed their GED® program in 2007.

BOARD INTEGRATION AWARDS
First Place - $50,000 – Southwest Texas Junior College
Southwest Texas Junior College (SWTJC) and Workforce Solutions Middle Rio Grande (Middle Rio Grande) first forged their partnership during the implementation of Project GROW, a program designed to assist and serve the hardest-to-serve border residents who lack basic education attainment and English proficiency.

During the program year, SWTJC had nearly one-third of its AEL students enrolled in workforce services through Middle Rio Grande, participants are primarily enrolled in general employment services.

Middle Rio Grande regularly issues referrals for SWTJC—including test scores that indicate a need for further literacy requirements for training, out-of-school youth who are deficient in basic skills, and customers who demonstrate a need for improved English language skills. SWTJC and Middle Rio Grande staff meet monthly in order to maintain regular communication on this program.

Second Place - $35,000 - Texarkana ISD
Texarkana ISD and Workforce Solutions Northeast Texas have strengthened their relationship through partnerships on special initiatives, including the Accelerate Texas Initiative, which is funded through a U.S. Department of Labor National Emergency Grant (NEG) and provides unemployed adults with basic education and skills training required for a career-path in technical training and other in-demand occupations.

Texarkana ISD has a long-standing partnership with Northeast Texas and has offered a GED® program class there for eight years. Texarkana ISD instructors regularly speak with new customers to assist them with their basic skill needs. Many of Texarkana ISD's AEL students are enrolled in workforce services, with the largest number of participants enrolled in general employment services.

Adult Education and Literacy Rules Revision
Carrie Tupa, Strategic Planning and Accountability Coordinator

The Adult Education and Literacy (AEL) rules describe the requirements the Texas Workforce Commission (TWC) places on entities that receive TWC funding. These requirements, combined with state and federal laws and contract requirements, provide entities with the guidance needed to implement responsive and accountable services. The rules outline requirements in the areas of funding, direct student services, staff qualification, professional development, and program accountability among other things. The AEL rules can be located in chapters 800, 802 and 805 on the TWC website by searching rules.

On November 3, 2015, the TWC approved for public comment a policy concept paper for adult education and literacy program rule modifications relating to allocations (40 T.A.C. Chapter 800, Subchapter B) and staff qualifications (40 T.A.C. Chapter 805, Subchapter B).

The policy concept is the first step in a process of rule development that consists of a policy concept paper which was released for public comment, draft rules that will be released for public comment, and final rules which will be adopted for full implementation. We anticipate that final rule modifications will be approved in mid to late April of 2016. Once approved, the new rules will most likely be in effect beginning July 1, 2016 – applying to the 2016-2017 AEL program year.

The next opportunity for public comment will be following approval of the draft rules on or around January 5, 2016. These draft rules will be published to the Texas Register approximately two weeks after the Commission's approval, which will start a thirty-day public comment period.

A complete list of dates for the process of rule modification can be found below. These dates are subject to change based on the number and complexity of comments received.

Date	Action
November 3, 2015	Policy concept approved by the Commission
November 3 – November 24, 2015	Public comment on the policy concept
November 25 – December 30, 2015	Development of response to public comment; development of draft rules
January 2016	Commission approval of draft rules
January 2016	Draft rules published to the Texas Register
January – February 2016	Public comment period
February – March 2016	Development of response to public comment; development of final rules
April 2016	Final rules approved by the Commission
April 2016	Final rules published to the Texas Register
July 1, 2016	Anticipated date that new rules would most likely take effect; applying to the 2016-2017 AEL program year

AEL RULES RESOURCES

AEL Rules (refer to chapters 800, 802, 805)
http://www.twc.state.tx.us/partners/texas-workforce-commission-rules

2015 AEL Policy Concept Paper
http://www.twc.state.tx.us/materials-november-3-2015-texas-workforce-commission-public-policy-meeting

State Advisory Committee Update
Anson Green, State Director, Adult Education and Literacy

The Adult Education and Literacy State Advisory Committee will welcome four new members at its December 9, 2015 meeting.

The legislatively-required advisory committee must comprise no more than nine members, including at least one representative of the business community and one representative of a Local Workforce Development Board (Board).

The AEL advisory committee is required to meet quarterly and report to the Commission at least annually, and is charged with advising the Commission on:
- the development of policies and program priorities supporting the development of an educated and skilled workforce;
- the development of statewide curriculum guidelines and standards for AEL services that ensure a balance of education and workplace skills development;
- the development of a strategy for improving student transition to postsecondary education and career and technical education training;
- the development of a centralized system for collecting and tracking comprehensive data on adult basic education and literacy performance outcomes;
- the exploration of potential partnerships with entities in the nonprofit business communities and other entities to improve statewide literacy programs; and
- other issues the Commission considers appropriate.

The TWC Commission selected Gail Hathaway, Alamo Workforce Development Board Executive Director, on September 22, 2015. On December 1, 2015, four additional new committee members were identified to begin two-year terms, filling vacancies resulting from retirements and term limits.

New Members	Area	Position	Affiliation
William (Bert) Miller	Navasota	Business Community/ Board	President of Miller Insurance Agency Brazos Valley Workforce Develop. Board
Wanda Garza	Rio Grande Valley	Provider (College)	South Texas College, VP for Student Affairs and Enrollment Management
Nancy Crawford	Tyler		Provider (Nonprofit)Literacy Council of Tyler, Executive Director
Joyce Delores Taylor	Houston	Business Community	CEO, Js Dynamic Transformations; Texas Workforce Investment Council Appointee; Rehab. Council of Texas Appointee; U of H Clear-Lake, Internship Director
Gail Hathaway	San Antonio	Workforce Board	Alamo Workforce Development Board Executive Director
Existing Members	**Area**	**Position**	**Affiliation**
Geronimo Rodriguez, Jr.	Austin	Business Community	VP of Diversity and Community Outreach Seton Healthcare Family
Tamara Clunis	Amarillo	Provider (College)	Dean of Academic Success, Amarillo College
Sheri Suarez Foreman	Houston	Provider (Nonprofit)	President and Chief Executive Officer Houston Center for Literacy
Lynda Webb	Midland	Provider (College)	Adult and Developmental Education Director Midland College

LITERACY TX
Symposiums

A series of free, one-day conferences
for Texans working in Adult Literacy.

DEC 5 **SOUTH TEXAS**
Weslaco   In partnership with the South Texas Literacy Coalition

JAN 23 **EAST TEXAS**
Longview   In partnership with the East Texas Literacy Council

JAN 30 **GULF COAST**
Pearland   In partnership with Literacy Advance of Houston

FEB 26 **METROPLEX**
Arlington   In partnership with Tarrant Literacy Coalition

MAR 19 **WEST TEXAS**
Lubbock   In partnership with Literacy Lubbock

APR 9 **PANHANDLE**
Amarillo   In partnership with Literacy Connextus

MAY 13 **CENTRAL TEXAS**
Austin   Literacy Texas

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LITERACY
TEXAS

To learn more about Literacy Texas, go to literacytexas.org.

![Victoria College logo](Est. 1925)

October 16 & 17, 2015

Bridges to Success Summit

Victoria College hosted its first annual Bridges to Success Summit. This two-day regional summit was designed for all stakeholders associated with supporting students through the P-16 educational and career pathways.

The goal of this summit was to bring together key decision makers to ensure employability and

Over 150 participants attended the conference

maintain competitiveness at a local and national level. It is becoming increasingly more urgent that students of all backgrounds earn a quality education and marketable credentials. These credentials must be aligned with and respond to our current and future workforce and employer needs. Victoria College sees now as the time to offer an opportunity to engage in essential conversations needed to create and maintain this vital alignment.

Concurrent breakout sessions were offered in three specific tracks:

- Bridging the Gap-Successfully navigating through the P-16 pathways of education, to include college readiness issues, curriculum alignment, advising for pathways, and job skill readiness.

- Drawing the Connection to Student Success-Developing leadership and promoting a collaborative learning environment through completion, communication, and collaboration.
- Golden Gate to Education-Implementing effective pedagogy such as active learning, assessment, curriculum strategies and other best practices.

The opening keynote, offered by Dr. Julie Schell, focused on the topic of "How to Transform Teaching...with Learning." A luncheon panel discussion and legislative update was offered by Dr. Rex C. Peebles, Araceli Zubieta-Huerat, and Dr. Valerie R. Peterson. This unique group offered information from the Texas Higher Education Coordinating Board, the current educational field, and a former student perspective.

The idea of hosting a local summit was the creation of Dr. Patricia Rehak, VC's Director of

GCWS offers insight into regional labor needs

Institutional Effectiveness, Research, and Assessment. The summit was designed to align with VC's strategic planning goals to foster student success and meet community needs and with a planning team of eleven VC, VISD, and Region 3 members, the event was a wonderful success!

Adult Learner Engagement

Driven to Success

by Omar Captain

A teacher, especially in adult education, is far more than just a tutor who instructs and lectures. A teacher is one who leads, inspires, and encourages students to be better and achieve the goals they set for themselves.

The majority of my students are recent refugees and immigrants who fled the wars in their home countries and moved stateside in search of a better life. Most of them lack the language skills necessary to secure high paying jobs. They also happen to have large families that they can't support with low-paying jobs that do not require advanced language skills. When they reached out to me for help, I could not think of a better job than driving trucks. In a recent Wall Street Journal article, I learned that the transportation industry has an ever-increasing demand for drivers. Most transportation companies are under-staffed, yet the demand for deliveries is only increasing as the economy improves.

When I explained to my students the opportunity that lies ahead of them in this industry, their eyes lit up and they gave me their absolute attention. But although these high-paying jobs require no skills other than obtaining a commercial driving license, there is one BIG obstacle—the price of the course to obtain such license. On average, the course to prepare for a commercial driving license costs $5,000. I knew for a fact that most of my students arrived as refugees with only the shirt on their back. They could not afford such a hefty price. I had to be creative and think of a smarter way to tackle this problem.

I started doing research and made a few phone calls to people in the transportation industry. I discovered that the local DMV offers the instruction manual for free, so I drove there myself and picked up a few copies. After each lecture, I would instruct my students to read one chapter from the manual and come prepared for quizzes the next class session. After a few weeks of studying, my students and I were ready to take the written test. I organized a trip to the DMV and we all took the written test … and we all aced it!

The next obstacle was the driving testing. Most companies require that you have some experience behind the wheel before they can hire you, unless you obtain the license on your own. As we walked outside of the DMV with our test papers aced, I saw an ad that read, "All you can drive for $500." Bingo! That truck became our toy for the next few weeks. After hours of practice, we all felt comfortable taking the driving test. We all took it, and like most first-time test takers, we bombed the test.

I told my students that failure should not deter them and that we should try harder next time. We practiced more and took the test for the second time. This time, we all passed. My students went on to work for shipping and transportation companies. The money started pouring in and they are all happy for the fact that they can now support their families. Some of them saved a little money and bought their own trucks. They can design their own work schedules, demand their own wage, and set their own hours!

Studying with my students and taking the test with them reassured me that a teacher is more than just a speaking lecturer but must also be an example for students to follow.

About the author
Omar Captain is an AEL instructor at region 10 and holds a bachelor's degree in political science with a minor in international relations and peace studies.

Career Pathways & College Transitions for Adults

Houston Center for Literacy Wins National Two-Year Award for Research Partnership on Impact of Adult Education on Career

Houston Center for Literacy (HCL), along with research partners Penn State University's Institute for the Study of Adult Literacy, Miami-Dade County Public Schools, and Chicago Citywide Literacy Coalition, has been awarded a two-year grant from the federal Institute of Education Sciences (IES) to study best practices in adult education and its impact on the increased trajectory of career pathways. Houston is one of three cities to be featured in a new adult education partnership where the joint research project will gather comparative information about the fast-developing area of career pathway strategies and explore and highlight the many promising practices city agencies are implementing nationwide. This project is timely because career pathways are being further integrated into workforce education due to the reauthorization of the Workforce Innovation and Opportunity Act and other state and local initiatives.

HCL will serve as the Houston liaison for helping to connect providers to the survey and to focus group activities organized by the research team. Starting in November, literacy and adult education providers in the three cities received invitations to participate in a survey. This is the first crucial step in understanding the kinds of career pathway services currently being offered for adult learners who wish to increase their employment prospects and/or pursue a postsecondary degree.

As a result of this project, peer agencies will share knowledge across systems and states to inform practice and policy that will better serve lower-skilled adults. The IES project—"*Career Pathways Programming for Lower-Skilled Adults and Immigrants: A Comparative Analysis of Adult Education Providers in High-Need Cities*"—is intended to set the stage for long-term research by first understanding promising practices that can be implemented in urban areas.

For more information about the project in Houston or HCL, please contact Sheri Foreman Elder at 713-640-8204 or sheri.elder@houliteracy.org or you may contact the Principal Investigator, Dr. Esther S. Prins, at 814-865-0597 or esp150@psu.edu. Also find information about the project on the Institute of Education Science website at www.ies.edu.gov.

About Houston Center for Literacy
Houston Center for Literacy, a 501(c)3 non-profit organization, is working with agencies to build a city where every adult is equipped with the basic skills they need to qualify for jobs that will allow them to support their families and thrive as prosperous, independent successful members of our society. HCL accomplishes its vision by strengthening providers of adult education who, in turn, provide the necessary skills for underemployed citizens to fulfill their potential and become economically self-sufficient.

HOUSTON CENTER *for* **LITERACY**
at the center of progress

TCALL Bits & Bytes

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

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

Dr. Glenda Rose and I had been throwing this idea around for the past six months of finding creative ways of sharing all the cool teacher resources we stumble upon or read about when she said, "How about a virtual brown-bag lunch?" "That's it!" I said. "We could offer them once a week in the evening, and once a week the following day in order to reach all of our teachers." We ran down to the conference room to start brainstorming what our topics would be. "Google Apps, LinkedIn, Twitter, Instagram, Cell phones, Livebinder, the PD Portal," we shouted to each other! "Apps for Communicating, Apps for Assessment" Glenda said, and then we started listing trainers who we thought would be able to help deliver the webinars. And the Tech and Tell Webinar Series was born.

Tech and Tells are offered every Thursday evening from 8:00-9:00 pm central and delivered through the TRAIN PD WebEx portal (tcall.webex.com). We repeat the session the following Friday at 11:30 am. As of this writing, we have hosted four Tech and Tells and have a calendar of topics that will take us through the month of November, adding new ones as we get ideas.

Tech and Tells are FREE and there is no pre-registration. You'll be prompted to sign-in when you join the webinar. These trainings are treated the same way as any other training, in that all participants will receive a Certificate of Completion.

We've even created a closed Facebook Group, called TRAIN PD Tech and Tell (https://www.facebook.com/groups/TRAINPDTech/)! We currently have 39 members and growing! Dr. Rose has also created a YouTube channel, where we house the recordings for anyone who missed them, and we post the links to the recordings, along with handouts and other cool things we find right back to our Facebook Group page. Shortly, we hope to use Zaption or EdPuzzle (two resources we recently reviewed in our Tech and Tell) to create interactive videos that can be accessed through the PD Portal for PD credit after the event.

We're having a blast sharing all these cool apps, webpages and other tools with you and hope that you'll find some time to join us on our next Tech and Tell.

Find our Tech and Tell topics and dates by visiting the TCALL Calendar at:
http://www-tcall.tamu.edu/calendars.htm

Teaching Listening

by Dr. Glenda Rose

Author Jeanette Winterson wrote, "Everything in writing begins with language. Language begins with listening."

Listening is one of the skills that English language learners have to develop. Understanding spoken English can be a very difficult skill for adult language learners to master, especially since written English and spoken English can be very different. For example, we write: "What did you do yesterday?" But we say, "Waddchya do yesterday?" or even "Dchya do yesterday?" How do we help adult learners figure out what they are hearing? Some teachers simply slow down and speak very clearly, which is important to help our beginning level English language learners get used to the language, but will actually hurt them in the long run if they don't develop the skills necessary to understand a variety of speakers and types of speech. Two skills adult language learners need are the ability to tolerate ambiguity and make intelligent guesses about meaning in English as it is used by native speakers in conversation, on the television, and on the radio. As English language teachers, we need to help our students learn to listen actively and in different ways.

Listening is often referred to as a "receptive skill." Listening may be receptive, but it is not passive; listeners are actively constructing meaning from what they hear. One danger of failing to teach listening is that learners may not even be aware of what they are not understanding. When they misunderstand, English language learners can face serious consequences. From my own classes, for example, one student spent six months in jail because he thought he paid the ticket when in fact he paid the bond. He missed key information in the conversation about returning to court and was arrested for failing to appear. Another student had a surgical procedure scheduled to remove a birth control device that she never had used! In the conversation with me about missing class for the procedure, in which she showed me the doctor's pre-op instructions, she suddenly realized what they were planning to do and was shocked that she missed such a key piece of information.

Teaching listening requires training and practice. As the instructor, we need to teach some metacognitive strategies that students can use to check their own comprehension as they are listening. For example, we should teach students to ask themselves about the purpose of their listening. For example, we can provide them with questions like:

- "What kind of conversation is this?" (Is it personal, friendly, professional?)
- "What am I supposed to do with what I hear?" (Am I supposed to show I understand? Provide advice? Perform some action?)
- "How can I be sure I understand?" (Do I need to ask the speaker to slow down? Use different words? Write it out for me? Do I need to repeat back what I understand?)

Teaching English language learners how to handle gaps in their listening is equally important. One fun way to teach this is to throw a nonsense word into a sentence that would otherwise be easy for your students to understand. Tell them that when they hear a word they don't understand, and they cannot guess at the meaning, they should ask for help. "Excuse me. What was that word again?" "I'm sorry. Can you say that another way?" "I don't know that word. Can you explain it?"

Some easy activities for teaching listening include cloze activities (where only some words are missing from the script of what they hear), dictations (and variations), guided note-taking, and interactive videos. (See the Tech and Tell page at *http://tcall.tamu.edu/techTell.html* to watch the recent webinar on using Zaption and Ed-Puzzle to create your own interactive videos.)

Here are two resources to help you build your "teaching listening" skills and toolbox:

1. *Listening and Speaking Activities for Adult ESL Learners* by Jane C. Miller for the Colorado Department of Education, Adult Education and Family Literacy
2. *Developing Listening Skills* webinar from Ventures Professional Development Series

And here are some online resources your students can use (in or out of class) to work on their listening skills:

- Randall's ESL Cyber Listening Lab – http://esl-lab.com
- English Listening Library Online – http://www.elllo.org
- Breaking News English – http://breakingnewsenglish.com (printable and flash activities)
- ESL Radio and TV – http://www.eslradioandtv.com
- 5 Minute English Listening – http://www.5minuteenglish.com/listening.htm

Doing It All: Successes and Challenges in Teaching Adult Education

by Jackie Taylor, Past Chair, AALPD

SUMMARY

The Evidence-based Professional Development (EBPD) and Program Management Groups hosted a guest discussion of *Doing It All: Successes and Challenges in Teaching Adult Education* with guest facilitator Dr. Anurag Sagar. Participants explored some issues adult educators face in teaching in the 21st century, and promising practices to help them be as successful as possible in their work.

The goal was to come away with some concrete recommendations for improving adult educator career opportunities, ultimately leading to improved student outcomes. This is one of what is hoped to be many conversations at the local, state, and national levels aimed at moving our profession forward.

EBPD Moderator Jackie Taylor framed the discussion with the following questions:

- What aspects of the landscape have changed significantly in adult education?
- What issues do adult educators face today?
- What is not changing but should be?
- What supports do teachers need in order to be successful in helping their students succeed?
- What are some promising models and best practices in professional development and program management that provide teachers adequate support?
- What is needed to improve teaching and learning in adult education?
- What can be done and whose responsibility is it?
- What are the next steps?

Anurag Sagar led by sharing her experiences from the 2015 COABE Conference held in Denver, CO. *Much has changed over the last 15 years to help students succeed*, she wrote. *Yet it seems that little has changed in providing teachers the support they need in order to help their students succeed.*

The Broader Landscape

Jackie Taylor described a broader landscape within which adult education operates, including the results of the 2013 PIAAC report illustrating the largely poor results for the U.S.; the change to the 2014 GED and resulting competitive landscape; WIOA reauthorization and its focus on transitions; labor market demands on workers; reducing incarceration and recidivism; and other trends both supported by and not supported by policy.

The Affordable Care Act's Impact on the Adult Education Workforce

As part of the "broader landscape" Steve writes, *Instructors (are) being given less hours, due to the dictates of the Affordable Care Act*. The ACA mandates that medium and large-sized companies must provide health insurance to employees who work at least 30 hours/week. Thus, adult education programs are capping teacher hours at 29 hours/week, which is generous in some locations. Others are capping it at 12 hours/week, causing many high quality professionals to leave the field.

CHALLENGES

Challenges for Teachers:

Stresses of "being everything to everyone" Teachers:

- Help her/his students acquire language skills or pass the GED tests, using creative lesson plans correctly aligned to the recent college and career readiness standards
- Ensure her/his students' entry into post-secondary institutions, for which they must be taught critical thinking and higher order reading and writing skills (through rigorous instructional practice)

- Support her/his students' aspiration to enter the workforce, (for which the instructor must not only have a clear understanding of the appropriate job sectors in the region, but then be able to teach the appropriate technical /vocational vocabulary!)
- Who may be working with low skilled language learners, enrolled in a civics program, who are also expected to teach aspects of American history and government. (Anurag)

PT nature of the teaching workforce: Educators who are working in a field that is in sore need of improvement (and has been for many years). It is well documented that most teachers in this field are part-time workers (78% of paid adult education teachers and nearly half of program administrators are part time) inadequately compensated for their labors. (Anurag)

Lack of full support for AE as its own entity: Not as a stepchild or invisible/ignorable component of K-12 or Higher Ed etc. (Stephanie)

An unreliable, inconsistent stable of quality teachers: AE too often depends on teachers who have the DNA of a dedicated educator regardless of pay and benefits, and that isn't a workable model for sustained growth or success. (Stephanie)

Time: As budgets are stretched to the max – and on the heels of major budget cuts after the economic downturn -- program cuts are especially limited on time. (Irene)

Stressors of rigid policies: Unilateral policies applied across the state inhibit successful local innovations. (Edward)

Integrating technology into instruction: EDs need to recognize that tech is here to stay, so to bring along teaching and staff teams and help funders to support tech in the classroom. (Stephanie)

WIOA and conflicting messaging about outcomes: On the one hand, we are now told to focus on credentials – GED/HSE transition to college or careers – and keep the learners for 12 months so that we can count them. On the other hand, the feds still appear to be saying to help "the most in need"– often students who, for whatever reason, are highly unlikely to reach the goal of a GED. (Stephanie)

Lack of system alignment leading to learner and

teacher stress: Edward Latham described a lack of system alignment as causing learner and teacher stress. He writes:

…there is an increasing stress that diagnostics, instructional materials, and mandatory standardized assessments are WAY OUT OF LINE from each other and more importantly have little to no alignment with College and Career Readiness Standards.

Others agreed and noted in particular CASAS, which is used to assess learning in EL/Civics programs. Teachers who are preparing ESL adults to acquire English and gain the skills needed to integrate into American society need to focus on teaching American history and civics. Yet the CASAS is based on a series of life skills competencies. It also hasn't been revised since 1978.

Challenges for Programs:
- How difficult it is to find good teachers in areas like math and writing in K-12, and then not offer them a living wage with benefits in adult education? Programs can't realistically expect to attract these expert teachers and retain them for any length of time. (Stephanie)
- Add to that the rigor of the new GED and the need to ensure transition to postsecondary education or careers. And if you are under the outdated rubric of having a single teacher teach all four subjects, with truly rare exceptions, you are not looking at positive outcomes. (Stephanie and Anurag)
- Losing more inspired and dedicated teachers to either the K-12 system or community colleges, that provide better incentives. (Anurag)
- Having less control over hiring practices with a district or state funded program. (Don)

Challenges for States:
- California's "Flexible funding" relaxed restrictions on over 40 categorical programs (which included adult education) in order to spend the money for any educational purpose. Where there was once a strong, experienced full-time adult education workforce, now many adult educators are working part-time at more than one agency. (Joyce)

Challenges for Professional Development:
- The amount of time required to participate in professional development is not enough (DeAnn)
- Staff want guaranteed hours which causes them to sign up for more classes to teach but

leave no room for PD. (DeAnn)

- Not all teachers are paid to participate in PD: A significant number are not. (Steve)
- More content-based PD: The need for more content-based and less esoteric/theoretical and academic/college course oriented PD. GED teachers need content support more than anything else. (Stephanie)
- Lack of consideration of teacher views when designing PD. (Anurag)
- Some "PD" is spent on filling out paperwork or using data systems. (Steve)

SUCCESSES
Program Models
Durango Adult Education Center, Durango, Colorado: Pays a living wage plus benefits; all teachers are certified; 25% of time is teacher prep time; teachers participate in one hour of PD / week and a weekly team meeting; reduced teacher turnover.

From Stephanie: *Our center, the Durango AEC in SW Colorado, was cited as a model re teacher support because we believe that the most critical element in any classroom is the quality and dedication of the teacher. Without those attributes, students lose, goals are not met as consistently or quickly, and our profession suffers.*

Hawkeye Community College, Waterloo, Iowa: Restructured their program so that students sign up for courses, much like in a college setting; teachers only teach in their area of expertise, reducing the stress of being everything to everyone, and create lessons aligned to the CCR standards; started a homeroom class to help boost student retention. Used a "Critical Friends Group" model from Standards in Action.

From DeAnn: [A *homeroom class] is where an advisor is available to supervise the record keeping process for CASAS scores, practice test scores, and HiSET testing. Homeroom is also a study hall that includes relationship building to increase retention through class discussion, family literacy courses, digital literacy courses, and transition assistance.*

Also from Hawkeye: Educating Decision Makers through Program Visits
From DeAnn: …*my director works with the college to invite state legislators to our building. These visits include tours of classrooms and time arranged for legislators to visit with students. At Hawkeye we try to make ourselves present in the eyes of the college and the state government. Without their support our program would not exist.*

Maine: Some programs are moving to a learning lab model, better allowing for an individualized, contextualized, CCRS system while reducing stresses on teachers; developing statewide College and Career Readiness Standards (CCRS) assessment for teachers by implementing digital badges.

From Edward: *This badge system is being designed strictly as a carrot or incentive for teachers to engage in the CCRS transitions our state feels are important to learner success. It may end up that directors look at these badges in different ways within their program, but from the state level, the badges concentrate on levels of implementation and performance that is supported with evidence.*

Texas: Career Navigator model
From Irene: *The Career Navigator role will relieve the instructor from assessment, intake, registration, academic advising and case management of students because the Career Navigators main purpose is to provide the "wrap around support" needed to ensure student success. Again, funding and time can be issues but we are on the way to really refining this at Alamo Colleges through braided funded options and managed enrollment.*

Colorado: Career Navigators —> "BOOST"
From Stephanie: *Our current program called BOOST – Boosting Opportunities and Occupations for Self-Sufficient Transitions – takes the best of the career navigator piece and combines it with other services a person needs to persist in college.*

Greater Pittsburg Literacy Council (GPLC): Building a FT Teaching Corps in Adult Education: Under the leadership of Don Block, GPLC built their hiring practices on having full-time teachers (with full benefits) only.

From Don: *There is a direct benefit to students from having a full-time teaching staff. Those staff members have time to do lesson planning on paid time, to attend professional development, and to meet with students outside of class time. They simply have greater commitment to the field than the part-timers.*

… Do we want people who make adult education their career, and so get a high level of training and expertise? If so, we need full-time teachers. The average length of employment of our staff at Greater Pittsburgh Literacy Council, at the last time we calculated it, was nine years. That means we have a number of staff, including teachers, who have been with us for fifteen years, and a few less than five years. This would not

be possible if we were staffed completely with part-timers.

Professional Development Models
North Carolina's Teacher Credentialing Model:
Steve Schmidt writes that this model is reaching more PT teachers than ever before in NC. These credentials could be stackable micro-credentials leading to a credential as part of a career pathways system for adult educators, David Rosen notes.

From Steve: *Instructors can earn a variety of credentials by taking prescribed six hour face to face workshops that are offered at locations across the state. Instructors can earn a Core Credential, and ESOL credential (Using LINCS courses as an online pre-requisite), a Reading Specialty Credential (based on the six day STAR reading training) and three different Adult Secondary Education credentials.*

Making PD Meaningful: Building relationships; Friday Night Sessions; themed PD; mentoring and follow up; Professional Learning Circles

From Irene: *Based on the PD surveys from the area I had determined that part time teachers do not like to "give up" their whole Saturday for PD, they can't during a weeknight as they may have full-time day job with AEL as their part-time evening job. So, in the Friday Night sessions I offered themed PD… I averaged about 35 teachers each night. These were teachers that came on their own without being "volun-told" to be there.*

Peer Mentoring and Coaching: Bringing teachers initially into the planning process; teachers coach teachers, not a top-down model; blended coaching models being used to fit within budget constraints.

From Anurag: *Another key element here was the fact that I was also teaching some classes, and I strongly suspect that really helped the "buy-in" from the coachees. Which teacher amongst us wants to hear someone telling them that their lesson would work better if they did such and such, from a person who is not a teacher?!*

From Irene: *After training when teachers come up to me and ask me questions I offer them my contact number and ask them to stay in touch and let me know how the strategies and skills worked or not in their classroom. When you make yourself available you increase the network of support. In this manner I become more of a mentor to them and I do it because I genuinely care, not for any pay ... We need to step out*

of ourselves and create learning networks…

LINCS as an online support network for teachers:
David Rosen asked, *how (can) the LINCS Communities of Practice, like this one, become better networks of support for teachers?* Recommendations include:
- Getting the word out
- Bridging the technology gap
- Improving site navigation
- Motivation to participate

Co-Teaching: Co-teaching is the pairing of two instructors in a career pathways setting in order to maximize teacher expertise, increase student outcomes, and improve program quality. IBEST is one model proven to be successful.

From Anurag: *I see teachers struggling to handle all that is being asked of them (classroom management skills, instructional expertise, contextualized lesson planning, awareness of college- and career-readiness standards, ensuring student outcomes for the program). The possibility of co-teaching with another teacher who may be more experienced in classroom management or contextualized instruction would be very helpful for the less experienced teacher.*

PD from "the Ground Up" in Rhode Island: RI researched credentialing models 10 years ago and decided against implementing it due to the PT nature of the workforce without any increase in pay. Instead, RI's Professional Development Center offers informal PD based on teacher PD plans. Teachers choose an area for improvement and select from a menu of options for pursuing it, based on the goal of improving student outcomes.

Chris writes:…*our organization has been committed to full-time staff as much as possible for over 10 years. It's made it possible for staff to commit to PD well, and full time teachers serve as "lead teachers" to guide and mentor part-time or new employees. It makes a huge difference in serving our learners, and creates an engaging environment where teachers love to share ideas with one another… it did influence our collaboration among teachers…We are paid to observe each other, with the goal of finding an aspect of "good practice" we can gain from each other. In fact we have PD hours built into our pay, which obviously is so worthwhile!*

What is Learning to Achieve Professional Development?

by Beth Ponder, PD Center Specialist, TCALL

Learning to Achieve is professional development based on the most recent rigorous research on Learning Disabilities (LD) and provides a standard set of modules for face-to-face and online training for teacher professional development. This project is funded from the Office of Career, Technical and Adult Education (OCTAE), U.S. Department of Education. It addresses core concepts like LD definitions and self-advocacy as well as special topics, such as English language learners and LD and the neuroscience of learning. Learning to Achieve is designed to help adult education professional developers, teachers, and other human service partners understand learning disabilities in adults, including the neurobiological processes of learning, explicit instruction techniques, and support mechanisms needed for adults with LD in educational and workplace settings.

The face-to-face modules include:

Module 1: Definition of Learning Disabilities: Discuss differences in the definitions of LD and the consequences for adults with LD.

Module 2: Self-Determination: Consider ways in which service providers can support adults with LD in developing self-determination to achieve their goals.

Module 3: Legal Issues: Identify the legal, confidentiality, and self-disclosure issues that apply to service providers working with adults with LD.

Module 4: Accommodations: Learn about testing and instructional accommodations appropriate for individuals with LD. Also available as an online module.

Module 5: Explicit Instruction for Strategy Learning: Learn the principles of explicit instruction and how to help adults with LD develop learning strategies.

Module 6: Reading Disabilities: Describe considerations and strategies for working with adults with LD who struggle with reading.

Module 7: Written Expression Disabilities: Identify issues adults with LD may face in writing and methods to help adults structure their writing.

Module 8: Content Learning: Learn instructional approaches that can assist adults with LD learn content from written materials.

Module 9: Workforce Preparation Strategies: Review practical strategies to help adults with LD find and retain employment.

Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities
https://lincs.ed.gov/publications/pdf/L2AProfessional-Guide_final.pdf

This companion guide to the training is a stand-alone resource for professionals who work with adults with LD. The six chapters reinforce and extend the content of the training modules. The chapters cover relevant characteristics of adults with learning disabilities matched with descriptions and examples of practical intervention strategies. A major theme in research and practice is that effective interventions for this group are appropriate for all individuals who struggle with learning. The guide provides hands-on activities and strategies that can be applied in your classroom immediately.

LINCS Learning Portal – L2A Online
Four Learning to Achieve modules are available online: L2A: Learning Disabilities and Accommodations, L2A: Learning Disabilities and English Language Learners, L2A: Learning Disabilities and Neuroscience, and L2A: Professional's Guide to Educating Adults. This last online course walks you through using the publication mentioned above.

Registering is free and easy. Go to *https://lincs.ed.gov/* and click on the LINCS Learning Portal. You just need to input your first name, last name and email. Create your password and you are good to go.

All the online courses on the LINCS Learning Portal are free and self-paced. A certificate is available at the end that you can print and shows the approximate number of hours it would take you to complete the course. Most of the L2A courses take about one hour to complete.

Check out the other topics they have courses on too – there are some good choices to address some of your professional development needs!

Welcome to Our Library. . .

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

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50 Things You Can Do with Google Classroom. Keeler, Alice and Miller, Libbi (2015). San Diego, CA: Dave Burgess Consulting, Inc. It can be challenging to add new technology to the classroom. Figuring out the equipment and software and deciding how to integrate technology into existing lesson plans are just a few of the learning curves teachers face. In this book, the authors shorten the learning curve by providing a thorough overview of the Google Classroom App. Part of Google Apps for Education (GAfE), Google Classroom was specifically designed to help teachers save time by streamlining the process of going digital. Complete with screenshots, the book provides ideas and step-by-step instruction to help teachers implement this tool.

Adult Learning: Linking Theory and Practice. Merriam, Sharan B. and Bierema, Laura L. (2014). San Francisco, CA: Jossey-Bass. Solidly grounded in theory and research, but concise and practice-oriented, this book is perfect for master's-level students and practitioners alike. The authors have infused each chapter with practical applications for instruction which will help readers personally relate to the material. Discussion questions and activities for reflection are included at the end of each chapter.

Always On: Language in an Online and Mobile World. Baron, Naomi S. (2008). New York, NY: Oxford University Press. Naomi S. Baron reveals that online and mobile technologies--including instant messaging, cell phones, multitasking, Facebook, blogs, and wikis--are profoundly influencing how we read and write, speak and listen, but not in the ways we might suppose. Drawing on a decade of research the author reveals that email, IM, and text messaging have had surprisingly little impact on student writing. A more troubling trend is the myriad ways in which we block incoming IMs, camouflage ourselves on Facebook, and use ring tones or caller ID to screen incoming calls on our mobile phones. Our ability to decide who to talk to is likely to be among the most lasting influences that information technology has upon the ways we communicate with one another.

American Accent Training: A Guide to Speaking and Pronouncing American English for Everyone who Speaks English as a Second Language, Third Edition. Cook, Ann (2012). Hauppauge, NY: Barron's Educational Series, Inc. This new and expanded third edition with 5 new audio CDs has four all-new chapters that cover the psychology of accent acquisition, American voice quality, a pronunciation overview, and an ESL instructor's guide. The new CDs feature professional male and female voices that have been carefully selected to represent that perfect American accent. With 30 years of extensive research, the unique AAT methodology has been refined to teach the American sound quickly and easily, paying special attention to voice quality, pronunciation, intonation, and linking.

The Connected Educator: Learning and Leading in a Digital Age. Nussbaum-Beach, Sheryl and Hall, Lani Ritter (2012). Bloomington, IN: Solution Tree Press. This book examines and explores the ways educators can use their surrounding landscapes--including the landscape of technology and social media--to re-envision what happens inside schools and classrooms. In order to reclaim the power of your own professional learning, you must first create a connected learning community. Comprised of three different learning environments--local (professional learning community), contextual (personal learning network), and global (community of practice)--the connected learning community in total allows

like-minded learners to contribute, interact, share ideas, and reflect.

E-Learning by Design, Second Edition. Horton, William (2012). San Francisco, CA: John Wiley & Sons. The second edition of this book offers a comprehensive look at the concepts and processes of developing, creating, and implementing a successful e-learning program. This resource is filled with clear information and instruction without over simplification. The book helps instructors build customized e-learning programs from scratch—building on core principles of instructional design to: develop meaningful activities and lessons; create and administer online tests and assessments; design learning games and simulations; and implement an individualized program.

Easy and Effective Professional Development: The Power of Peer Observation to Improve Teaching. Beck, Catherine and D'Elia, Paul and Lamond, Michael (2015). New York, NY: Routledge. This book provides leaders with a high quality professional development approach at a low cost—the Peer Observation Process. Outlined in manageable steps, this strategy will help leaders implement any new school initiative or instructional method, no matter the context.

iPad in Education for Dummies, Second Edition. Gliksman, Sam (2015). Hoboken, NJ: John Wiley & Sons & Inc. The iPad is a cross between a powerful computer, iPod, game console, and e-reader; the iPad is an ultraportable touch device from Apple. This book serves as a roadmap for the device's successful use as an education tool. It examines why the iPad is a perfect fit for contemporary educational needs, how to purchase and deploy them within an organization, and outlines best practices, tools, and apps for their edu-cational use across all curricula and grade levels.

Job-Embedded Professional Development: Support, Collaboration, and Learning in Schools. Zepeda, Sally J. (2015). New York, NY: Routledge. In today's schools, teachers are frequently called on to adapt new curricula and instructional practices in their classrooms. Making sense of the complexities of teaching occurs primarily during the work day, and instead of relying on before or after school one-size-fits-all professional development activities, schools must support teachers in learning on the job. This book is written for teachers, teacher leaders, and school and district leaders who want to support job-embedded learning, a form of professional development characterized by active learning and reflection grounded in the context of a teachers' work environment.

That's Not English: Britishisms, American-isms, and What Our English Says About Us. Moore, Erin (2015). New York, NY: Gotham Books. This book looks at seemingly superficial differences between British and American English and explores the historic and fascinating cultural divide. In each of the thirty chapters, the author explains a different word we use that says more about us than we think. The result is a cultural history in miniature and an expatriate's survival guide.

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

Read it Online or Free by Mail

Adults, Computers and Problem Solving: What's the Problem? OECD (June 2015). Washington, DC: Organization for Economic Cooperation and Development. This study addresses the increasing, indeed already essential, importance of computers and ICT (information and communications technology) for problem-solving in the 21st century. It focuses on adults' capacity to manage and solve problems at work and in everyday life using ICT devices for email, spreadsheets, and other applications. Among the findings reported are that only one in three adults is highly proficient in ICT, that younger adults aged 16-24 and people with higher levels of education are more likely to have some computer skills, that adults scoring at highest levels of proficiency in technology-rich environments are more likely to be in the labor force and to earn more than their less skilled peers, and that the capacity to navigate and the extent of ICT use varies across countries surveyed.

An Instructors' Toolkit for Building Bridges Across Communities. Nash, Andy and Ritchie, Heather (August 2015). Boston, MA: World Education. The toolkit is designed for adult educators who are interested in building more welcoming classrooms and communities by finding commonalities and celebrating values that unite us. The toolkit consists of mid-level, adaptable ESOL and ABE classroom activities that aim to foster dialogue across cultures and build lasting connections, especially among immigrants and US-born residents. It draws on resources developed by Welcoming America and The Change Agent magazine from World Education. 2015. Included is a Word version of the materials section which teachers can edit for their classes.

A Toolkit for ESL Practitioners Supporting Skilled Immigrants. Global Talent Bridge (2011). New York, NY: World Education, Inc. This toolkit addresses the challenges of properly serving immigrants with high-school diplomas or advanced educational backgrounds and introduces solutions to some of the most pressing problems this group experiences. It presents the various barriers facing skilled immigrants as they seek to integrate into academic and professional settings in the U.S. and identifies key challenges that educators face when working with highly-skilled students in mixed classroom settings. It introduces best practices from the field and a directory of successful programs dedicated to serving the needs of skilled immigrants.

Educational Technology in Corrections 2015. Tolbert, Michelle and Hudson, Jordan (2015). Washington, DC: U. S. Department of Education/Office of Career, Technical, and Adult Education. The report illustrates how Correctional Education programs across the country are successfully using technology to deliver education resources to their classrooms in a safe and secure way. The report sets out examples of successful programs to highlight progress in technology access in corrections facilities around the world.

ESL Participation as a Mechanism for Advancing Health Literacy in Immigrant Communities. Santos, Maricel G. and Handley, Margaret A. and Omark, Karin and Schillinger, Dean (October 2014). San Francisco, CA: Journal of Health Communication: Internatinoal Perspectives, 19:sup2, 89-105. Using a curriculum directed at type 2 diabetes prevention, the researchers explored how social interaction and support in the ESL classroom advance health literacy outcomes.

Ideas for ICA Lower-Level ESOL Activities/Changes. ESOL Teachers (2015). Worcester, MA: System for Adult Basic Education Support. Published on the SABES website, local teachers have put together lesson plans to be used with the Integrating Career Awareness Curriculum Guide.

Integrating Employability Skills: A Framework for All Educators. College & Career Readiness & Success Center (July 2015). Washington, DC: American Institutes for Research. This professional learning module—a collection of customizable, train-the-trainer materials—is designed to support regional comprehensive centers, state educational agency staff, adult education programs, and state regional centers in building their knowledge and capacity to integrate and prioritize employability skills at the state and local levels. The module includes PowerPoint slides, handouts, a sample agenda, a workbook, tools for individuals or state work groups, and a facilitator's guide.

Making Skills Everyone's Business: A Call to Transform Adult Learning in the United States. Office of Career, Technical, and Adult Education (2014). Washington, DC: U. S. Department of Education. This brief guide is a preview of a longer report that the Department of Education's Office of Career, Technical, and Adult Education (OCTAE) will publish in August 2014. The report represents a yearlong review of the performance and outcomes of state adult education practices and an assessment of states' status on various adult education reforms. This guide provides seven high-level strategies that communities, public and private entities, and all levels of government can adopt to achieve a collective-impact approach, with shared objectives to strengthen our nation.

My Brother's Keeper Task Force: One-Year Progress Report to the President. White House (February 2015). Washington, DC: U. S. Government. President Obama initiated My Brother's Keeper (MBK) to tackle the persistent opportunity gaps and to eliminate barriers that too often prevent all young people, including boys and young men of color, from reaching their potential. On Feb. 27, 2014, the President established the MBK Task Force to address these issues and called for a status report after one year. The report found that progress has been made on the three major initiatives established by MBK, place-based state and local engagement (the MBK Community Challenge); private-sector (i.e., independent nonprofit, philanthropic and corporate) action; and public policy review and reform (the work of the MBK Task Force).

A National Scan of Entry Qualifications and Early and Ongoing Professional Development Requirements and Offerings for Adult Basic Education Practitioners. Belzer, Alisa (November 2014). Washington, DC: National Adult Education Professional Development Consortium, Inc. This paper discusses the state of entry qualifications for adult educators as well as professional development offerings for adult basic education practitioners.

New Models for Distance Classes in Adult Education. Johnston, Jerome and Hart, Sheryl and Long, Destiny and Vanek, Jenifer (April 2015). Project IDEAL: University of Michigan.
In the field of adult education distance education has been used for twenty years to help adults prepare for the GED or other high school equivalency test. In recent years there has been a growing recognition that ABE students who want to be college and career ready need many more skills than those required to pass the GED. Some distance teachers have responded by adjusting their assignments, reducing the time students spend on the core curriculum product and adding assignments designed to build college and career readiness skills in their students. This guide describes the classes of a number of these teachers with the hope that they can inspire others to examine their distance teaching practices and offer a richer experience for their students.

OECD Skills Outlook 2015: Youth, Skills and Employability. OECD (May 2015). Washington, DC: Organization for Economic Cooperation and Development. This report presents findings that reveal an "unacceptable waste of human potential" among OECD member countries. OECD recommends numerous corrective measures, including adopting programs and policies that ensure that people will leave school with relevant skills, that help school leavers enter the labor market, and that break down barriers to youth employment.

The Basics of Writing Lesson Plans for ABE/ESOL Classes. ESOL Teachers (2015). Worcester, MA: System for Adult Basic Education Support. Published on the SABES website, this document describes the five components of a lesson plan.