

**Volume 19, No. 1**  
**Winter 2015**

# TEXAS QUARTERLY

Adult  
Education  
& Literacy

**Texas Center for the Advancement of Literacy & Learning**

## Christian Women's Job Corps - Changing Lives One Class at a Time

by Alice Wooten

It is a beautiful late August morning in Burnet, Texas, and the orientation for a new tuition-free 12-week job readiness class starts with many timid women coming in not knowing what is in store for them. Many are jobless, some homeless, others just totally overwhelmed by their new responsibilities as single mothers, widows or divorcees. All are looking for the hope of a new job, of a new life, of just change.

Christian Women's Job Corps of the Highland Lakes is a ministry of the Southern Baptist Convention's Women's Missionary Union. For the past ten years they have been offering a tuition free 12 week job readiness course for women pants meet three Tuesday through 8:30 a.m. to 2:30 for them to take and be home when from school. Child available for those start each morn- Study. Courses Etiquette, Job Money Matters, ies, and computer



Microsoft Word, Excel and QuickBooks. A life skills sewing class is also offered. Strides vary with each participant because they come with different learning levels. Some may need to work on GED® completion, others have college course credits or degrees and others are so emotionally drained and their biggest accomplishment is regaining hope. They all leave with a completed resume and have experienced mock job interviews. We have guest speakers from various community resource agencies as well as higher education agencies offering many opportunities.

Our staff consists of a program coordinator and an administrative assistant. Our volunteer teaching staff is comprised of mostly retired professional women who volunteer their wonderful talents to instruct and inspire

in need. Particip- days a week, Thursday from p.m. This allows children to school the children arrive care assistance is who need it. They ing with a Bible include Business Searching Skills, Setting Boundar-literacy covering

these women. Other instructors are successful working women in professional careers who come during their work day to volunteer teaching a class. These include a Human Resources Director, a Business Accountant and an Office Manager from a local medical clinic.

It is amazing to see this group of women come together. There are those with needs and those with something to share. At the end of the course we have a graduation. For many of the women this is the first time they have completed something in their lives. We ask each lady to give an account of their 12-week stay and their heartfelt responses are so moving and touching. These are some quotes from their graduation speeches:

*I came to CWJC to learn computers. What I found was an amazing group of teachers with a passion for helping women improve their lives. ... Thank you for believing in me and seeing value in me.*

*This class not only taught us the skills for future careers, but it taught us skills to be a better person, to have better relationships with our families and children and to have a better attitude for our future.*

*This program has been a positive influence in my life.*

*With my training, I am able to step out into the world and give all I have to give.*

*I was in Real Estate for 14 years and I had over 2 million dollars in listings but no sales for over a year. I was in the midst of a crisis of faith: when I was praying what am I suppose to do now God, I picked up a newspaper and saw the ad for CWJC and it lit up like a Christmas tree. All the women involved in this program live a life of action, communication and dedication and I wish to thank them for their great service of the gift that is Christian Women's Job Corps.*

We are a non-profit totally supported by a wonderful community, churches and caring individuals who want to help women help themselves. We provide a "hand up, not a handout." It is incredible what we can accomplish and what the human spirit can experience when we give from our hearts.

#### About the Author

Alice Wooten serves as the Program Coordinator for the Christian Women's Job Corps of the Highland Lakes located in Burnet, Texas. She is a former school administrator and college instructor. She started as a volunteer instructor in 2010. The program celebrates their tenth anniversary this year.

## Anson Green to present keynote with OCTAE's Cheryl Keenan at 2015 Families Learning Summit in Houston March 16-18

Anson Green, State Director of Adult Education and Literacy at Texas Workforce Commission, will co-present a keynote session with his counterpart from OCTAE at the **2015 Families Learning Summit** to be held in Houston March 16-18.

A presentation by Cheryl Keenan, director of adult education and literacy for the U.S. Department of Education Office of Career, Technical, and Adult Education, who will share new federal initiatives, including the Workforce Innovation and Opportunity Act of 2014, and the vital role of adult education and family literacy in the national agenda. Keenan will be accompanied by Anson Green, Texas director of adult education and literacy. An informal session to address state and local program questions will immediately follow the presentation.

That session is scheduled for the morning of Tuesday, March 17.

Formerly known as National Center for Family Literacy, NCFL has helped more than one million families make educational and economic progress by pioneering - and continuously improving - family literacy programs since 1989.

For more information on the conference, visit <http://www.familieslearning.org/>

# IN THIS ISSUE

## NEW AND NOTABLE

Christian Women's Job Corps  
Changing Lives One Class at a Time  
*by Alice Wooten*

1

Workforce Innovation and Opportunity  
Act  
*Updates from TWC*

4

Meet the TRAIN PD Specialists  
*by Harriet Vardiman Smith*

6

Regional Financial Literacy Initiative  
Receives Funding From U.S. Institute  
of Museum & Library Services  
*by Peggy Lustig*

8

Tarrant Literacy Coalition  
Grand Opening

10

Local Libraries Offer Bilingual  
Learning Program for Children  
*by Antonio Hebert, reprint*

12

## ADULT LEARNER ENGAGEMENT

Meaningful Work Supports Students  
to Achieve Their Goals  
*by Cynthia Peters*

9

## BUILDING COLLABORATION & PROGRAM IMPROVEMENT

Imperative Collaborations  
*by Dr. Karla D. Brown*

11

## IDEAS FOR TEACHERS OF ADULTS

TCALL Bits and Bytes  
*by Dr. Debra Hargrove*

13

Using Tablets and Smart Phones  
to Help Students Improve Their  
English  
*by Terry Shearer*

15

Integrating Technology in Classrooms  
with Limited Access - Part Two  
*by Dr. Glenda Rose*

17

## PROFESSIONAL DEVELOPMENT

Free Online Trainings  
*by Kimberly B. Vinton*

18

Meet the TRAIN PD Specialists  
*by Harriet Vardiman Smith*

6

## IN EVERY ISSUE

**WELCOME TO OUR LIBRARY**

20

**READ IT ONLINE OR FREE  
BY MAIL**

22

**Are you involved in community-based and volunteer adult literacy in Texas?**

***Join the Texas Adult Literacy Discussion List***

This e-community will provide important information about professional development opportunities for volunteer adult literacy tutors and leaders, free resources available through TCALL and other sources, funding opportunities, and trends in adult education and literacy around the state and nation.

To subscribe, email Lea Ann Schroeder at [lschroeder@tamu.edu](mailto:lschroeder@tamu.edu)

# Workforce Innovation and Opportunity Act

Adpated from Department of Education sources

## ***Updates from TWC***

The Workforce Innovation and Opportunity Act (WIOA) was signed into law by President Obama on July 22, 2014. This Act reauthorizes the Adult Education and Family Literacy Act (AEFLA) with several major revisions. This Act will have a great impact on adult education and literacy programs. Notable enhancements in the law include:

- **Strengthened alignment** between adult education, postsecondary education, and employers. WIOA recognizes that the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce. WIOA:
  - expands the purpose of adult education to emphasize that activities should increase an individual's ability to transition to postsecondary education and obtain employment;
  - promotes the integration of adult education with occupational education and training, as well as development of career pathway systems; authorizes the use of funds for "integrated education and training" and "workforce preparation activities;"
  - clarifies that integrated English literacy and civics education programs may provide workforce training; and
  - encourages activities provided in collaboration with employers.
- **Common performance measures** across workforce and adult education programs. WIOA includes six primary indicators of performance that will be negotiated with each State by the Secretaries of Education and Labor as part of the state plan:
  - Percentage of program participants in unsubsidized employment during the second and fourth quarter after exit;
  - Median earnings; percentage of participants who obtain a postsecondary credential or diploma during participation or within one year after exit;
  - Participants achieving measurable skill gains; and
  - Effectiveness in serving employers.
- **Unified planning** and coordination of core workforce and adult education programs through submission of a unified or combined state plan that includes the strategic vision and goals of the State and the operational elements.
- **Codifies and enhances Integrated English Literacy and Civics Education (IEL/CE)** program for individuals to effectively participate in education, work, and civic opportunities. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

WIOA will become effective on July 1, 2015, the first full program year (PY) after its enactment. However, the act includes several provisions that become effective on other dates. For example, Governors must submit Unified State Plans pertaining to workforce investment programs, adult education and vocational rehabilitation to the Secretary of Labor on March 1, 2016. In addition, the WIOA performance accountability section remains in effect for PY 2015, with the new WIOA performance accountability provisions taking effect at the start of PY 2016 on July 1, 2016.

In spring 2015, the Departments of Labor and Education plan to concurrently publish for public comment five Notices of Proposed Rulemaking to implement WIOA. The Departments of Labor and Education will analyze public comment, and anticipate issuing Final Rules implementing WIOA in early 2016.

### **Demonstrated Action in Support of WIOA**

Over 2014–2015 Texas has implemented integrated service delivery activities now required by WIOA and will continue to augment those in Program Year 2015–2016. AEL grant recipients contracted during 2014–2016 are required to:

- implement career pathway programs, including integrated education and training models and work-based project models with Texas employers;
- provide college and career bridge activities for all levels of students integrated into service delivery, including individual training, education, and career plans with short- and long-term goal setting;
- increase the proportion of students who exit adult education services work-ready or are enrolled or coenrolled

- in college and career training; and
- provide program designs and operations to deliver increased secondary education and career and higher education outcomes for students.

### **Integration with Workforce Solutions Partners**

Integration with the workforce service delivery system is vital to the deployment of the Workforce Innovation and Opportunity Act. Workforce Boards engage and are expected to support AEL grant recipients in various activities that promote student success in their career and higher education goals.

Types of system integration and alignment already occurring in through Workforce Boards and their Workforce Solutions Offices include:

- executing responsibilities as the AEFLA grant recipient (three Workforce Boards) and/or acting and the lead organization for AEL consortia (four Workforce Boards);
- strategic and program design guidance for career pathways through analysis of employment statistics and local labor market information, regional economic development, and industry or occupational demand studies;
- colocation of classes in Workforce Solutions Offices; and
- referral and co-enrollment in other workforce programs to support student retention, transition, and employment success.

### **Adult Education and Literacy Strategic Planning**

In November 2014, the TWC Commissions reported to the Texas Workforce Investment Council, the governor, and the Texas Legislative Budget Board progress toward the development of a strategic plan for Adult Education and Literacy. This plan identifies a state goal and related strategies for Texas AEL programs and supports the integrated workforce / AEL system required under WIOA.

The adopted goal and strategies are:

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

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

Linda Webb, Dean Ransdell, and Sheri Elder, members of the Adult Education and Literacy Advisory Committee, met with over 30 Adult Education and Literacy directors and others at the TALAE conference to brainstorm a list of significant programmatic milestones related to plan development. Some of the milestones the group developed include measuring:

- Enrollment of adult learners in targeted occupations through partnerships with colleges
- Reduction in receipt of public assistance
- Attainment of a living wage
- Job advancement for those already working in low paying jobs
- Career advancement
- Return on investment

While still early in the planning process, elements such as this provide the foundation on which TWC will develop a full strategic plan during TWC's 2015 strategic planning process. State director Anson Green would like to hear your ideas on the strategic plan. You can write him with questions or feedback at [anson.green@twc.state.tx.us](mailto:anson.green@twc.state.tx.us).

# Meet the Professional Development Specialists of TCALL's TRAIN PD Consortium

by Harriet Vardiman Smith, TRAIN PD Consortium Managing Director

On behalf of the Texas Research-based Adult Instruction Network Professional Development (TRAIN PD) Consortium at TCALL, I am happy to introduce our wonderful team of TRAIN PD Specialists. These experienced professionals are dedicated to developing and delivering quality Tier 2 and Tier 3 training to Texas Workforce Commission (TWC) funded Adult Education and Literacy (AEL) Providers. They also play a critical role in helping those Providers to develop and implement a data-driven, local Continuous Improvement Plan for the provision of quality PD for instructors and staff, all to the end of improving instructional outcomes.

To accomplish that PD delivery, support and planning role, this team of TRAIN PD Specialists works directly with local PD Coordinators designated by each TWC-funded AEL Grant Recipient. Each TRAIN PD Specialist has an assigned case load of AEL Grant Recipients and works under the leadership of Federico Salas-Isnardi, TRAIN PD Consortium Director for TCALL. The role of TRAIN PD Specialists is distinct from the policy and compliance role played by Program Specialists who work as part of the TWC AEL state office under State Director Anson Green.

Back in August, we introduced two TRAIN PD Specialists who are based out of TCALL at Texas A&M – Dr. Glenda Rose and Tracy Hendrix. See that article in the [summer issue of The Quarterly](#). Since August, seven additional PD Specialists have

joined the team. Their brief bios are featured below.

## Anthony Chan

Working directly under TCALL, Anthony brings to TRAIN PD a wealth of experience from working in adult education since 1986. As a certified teacher, he has taught various levels of mathematics from elementary through college. During his eleven years with the Texas state office for Adult Education, Anthony created and oversaw the Texas Adult Education Math Institute, in which he trained master teachers in proven strategies for training GED® math teachers. He continues to train math teachers nationally and internationally, particularly for the GED® Testing Service. Fluent in English and Spanish, Anthony uses both languages to write

educational curricula, create math teaching material, and provide math training. During his tenure with the state adult education office, his interests beyond professional development included grant management and program improvement, including the areas of college and career readiness.



The TRAIN team for professional development celebrated TCALL's 25th Anniversary at the TALAE 2015 Conference in Houston. Starting at left are Federico Salas-Isnardi, Glenda Rose, Anthony Chan, Debra Hargrove, Harriet Smith, Douglas Franklin, Irene Ramos, Kathy Chevalier, Joe Garcia, Wayne Crandall, and Tracy Hendrix.

## Kathy Chevalier

Working from the TRAIN PD partner site of Houston Community College System (HCC), Kathy has over 18 years of combined experience in Adult Education and training, including both state mandated initiatives and curriculum and materials development projects. With background in new employee induction, she is qualified to train in Special Learning Needs; Integrating Career Awareness; GED® 2014; Distance Learning Academy; Content Standards;

Goal Driven Learning; and *BEST Plus* assessment and refresher trainings. She has worked with HCC's role as an Accelerate Texas Mentor/Mentee College (concurrent enrollment model); Common Instructional Framework for ABE/ASE; and developing career-focused contextualized curriculum and instruction. Kathy has also served as Acting Interim Director for YouthBuild Houston-HCC, a program that helps young adults obtain their GED® credential while working in construction.

### **Wayne Crandall**

Based at College of the Mainland in Texas City, Wayne is a veteran of over ten years in Texas Adult Education with more than five years of experience as an instructor in Adult Basic and Secondary Education (ABE/ASE) and English as a Second Language (ESL). For the last five years, Wayne also served as Regional Program Coordinator for College of the Mainland's Adult Education program, where he had the opportunity to share his classroom experience with about 50 adult education teachers on staff. Wayne has conducted numerous trainings at the local level on a plethora of subjects from program standard operating procedures, to student retention, to classroom management. He has also delivered trainings on a variety of teaching strategies for both ABE/ASE and ESL.

### **Douglas Franklin**

Working with TRAIN PD from Austin Community College (ACC), Douglas has over fifteen years of experience as an educator, including ten years as an ABE/ASE (GED®) instructor. While teaching for ACC's Adult Education department, Douglas also had numerous opportunities to facilitate professional development trainings covering topics from Multicultural Teaching to Preparing for GED® 2014, both for his ACC colleagues and for instructors at partner organizations. In addition, Douglas has presented at the state level on Transformational Education in a Multicultural Classroom. As a contractor for the Central GREAT Center, Douglas delivered training of trainers with an emphasis on math and science.

### **Jose Garcia**

From his TRAIN PD Consortium home base of Tarrant County Community College, Joe brings fifteen years of experience in Continuing and Adult Education, with a focus on development of curriculum and programs of study for professional and workforce development. He has seven years of experience

developing and teaching skills upgrade and training classes for individuals in the workplace. He has also worked closely with content experts in technical certification programs to integrate literacy and math skills into existing programs of study. In 2014, Joe coordinated efforts with community-based adult literacy education providers and developmental education faculty to develop curriculum for degree-seeking students who test below developmental level.

### **Ana Macias**

While TRAIN PD Consortium partner El Paso Community College continues its search for a permanent TRAIN PD Specialist, that role has been expertly filled on an interim basis by Ana Macias, PhD. Her previous experiences include teaching adult ESL at the high school, community college, and university levels; directing and evaluating family literacy projects; serving as a Research Associate on Bilingual Instruction at SEDL in Austin; and as Director of the West Region GREAT Center for ten years. Her work also includes research and publishing in the area of native language use in ESL instruction and on bilingual models for workforce education directed to Limited English Proficient (LEP) populations. Her work on the latter was incorporated into the *LEP Guide for Workforce Professionals* published by TWC in 2007.

### **Irene E. Ramos**

To her new TRAIN PD role based at Alamo Colleges in San Antonio, Irene brings 25 years of experience in Adult Education and staff development training since 1998. As a trainer for many of the regional GREAT Centers and with the Region 20 Education Center's Adult Basic Education PD Center, Irene has traveled throughout Texas to conduct training for adult educators. Beyond training, Ms. Ramos' broad range of experience over 25 years includes working a Supervisor, Special Projects Coordinator, Program Specialist, and consultant. Ramos has a well established reputation as a high quality trainer, having developed numerous original trainings. She is a graduate of St. Mary's University School of Law and earned a bachelors from Our Lady of the Lake University.

*The TRAIN PD Specialists are looking forward to meeting you and working with PD Coordinators and other leaders to help implement Professional Development plans and data-based continuous improvement goals. Contact the TRAIN PD Consortium at [trainpd@tamu.edu](mailto:trainpd@tamu.edu) for more information.*

# **Regional Financial Literacy Initiative Receives Funding from U.S. Institute of Museum & Library Services**

*by Peggy Lustig*

A Circle of Ten, Inc., Staff, Board members and Partnering Libraries are pleased to announce the funding of the new regional “Gateway to Family Financial Literacy Initiative.” This orginaization based in Jacksonville, TX has received a \$55,000 grant award from the U.S. Institute of Museum & Library Services and Texas State Library & Archives Commission (2015).

Gateway to Family Financial Literacy Initiative (GFL) partnering libraries are as follows; Bullard Community Library, Cameron - J. Jarvis Troup Municipal Library, Gilbreath Memorial Library/Winnsboro, Jacksonville Public Library, Mineola Memorial Library, Pittsburg-Camp Co. Public Library, Quitman Public Library and Rusk County Library System. The project’s goal is to build the capacity of the eight partnering libraries by implementation of new financial literacy educational library sponsored services at the library sites and community outreach sites for 300 individuals (adults, young adults & children) from diverse cultural and socio-economic backgrounds living in rural Camp, Cherokee, Rusk, Smith and Wood Counties.

The regional library project’s community & non-profit agency partners also include The Process of Collaboration-A Circle of Ten, Inc. (lead agency), Gateway to American Opportunities (literacy network), Catholic Charities of East Texas, Region 7 Education Service Center/Head Start Program & “Parents as Teachers” Project of Anderson-Cherokee Community Enrichment Services (adult student referrals) and Jacksonville Housing Authority (client referrals & session site).

The financial literacy classes and sessions will be held at the partnering libraries sites and in community outreach sites. The classes will be taught to adults, young adults and children. The initiative staff are currently recruiting schools, after school programs, colleges, clubs and/or agencies to be

considered as a community outreach site in the five county area.

Texas State Representatives Travis Clardy/District Eleven and Bryan Hughes/District Five provided support letters for the Gateway to Financial Literacy Initiative grant proposal.

Rep. Clardy’s letter stated “This is a valuable outreach to the individuals and families in my district to provide education about how money works and to teach fundamental skills for managing and bettering one’s financial position. I wholeheartedly support this initiative as a means of promoting financial self-sufficiency and prosperity leading to an improved quality of life for participants and ultimately, stronger and more productive communities.”

Rep. Hughes went on to write, “In representing one of the most rural House Districts in the State, I positively support the Commission’s efforts to improve library programs in the underserved rural areas of Texas. Specifically, this grant will fund financial literacy classes that help adults become adept in their understanding of beneficial financial principles. Our libraries are doing excellent work in providing critical educational opportunities and this grant will go a long way to continuing that good work.”

To learn the schedule of the partnering libraries’ adult sessions, please call one of the partnering libraries or the project staff at (903) 589-6900 or email [literacyatwork2004@yahoo.com](mailto:literacyatwork2004@yahoo.com). Also call or email the project staff for information regarding inclusion as a community outreach site. A Circle of Ten, Inc. web site is [www.virtual-village.org](http://www.virtual-village.org). Gateway to Financial Literacy Initiative office is located at 205 E Commerce St, Suite 208, Jacksonville, TX in A Circle of Ten, Inc.’s Small Business Incubator.

# *Adult Learner Engagement*

## **Meaningful Work Supports Students to Achieve their Goals**

*by Cynthia Peters*

Who would have thought that a large plot of rocky, weedy land would represent anything other than a chore and a nightmare for a depressed and unemployed teenager? It turns out that for Elyse Hardy, the work she did on this plot of land, the opportunities it gave her to solve problems, join with others to meet real needs in the community, and develop relationships across diverse networks prepared her for the working world. Not only that, the work she did in the garden acted as an antidote to depression.

With the new [Workforce Innovation and Opportunity Act \(WIOA\)](#) signed into law, and given its focus on aligning adult education with workforce readiness, her story holds important lessons.

In her [Change Agent](#) article poetically titled, “Growing Roots through My Hands,” Elyse Hardy describes her participation in [The Tutorial Center’s Youth Agriculture Project](#) (YAP), which included remediating soil, hauling rocks, establishing a pump system, planting, and harvesting, and finally selling the crop at the local Farmer’s Market. When this group of Vermont students had questions about farming practices, they connected with a network of organic farmers. When they had more produce than they could sell, they found worthy community groups to donate it to and they started a side business processing leftover tomatoes into salsa and making zucchini oatmeal bars.

For Renette Gonzalez, YAP inspired her to continue her education and become more involved in the community. Her story exemplifies the kind of success YAP is accustomed to. The vast majority of its students (89%) achieve an educational goal within a year of participating in YAP, and most (57%) obtain a job in a similar time frame. Although Renette had hated school and had dropped out, she found direction and

purpose at YAP, completing her high school diploma, enrolling in Bridge to College, and becoming a mentor to other YAP participants. She now attends the Community College of Vermont.

Elyse and Renette tell their stories in the September 2014 issue of *The Change Agent*, which is a magazine that uses relevant and engaging content to teach basic skills to adult learners. *The Change Agent* featured these two writers because they are real-world examples of how meaningful work and engagement with the community can provide the personal agency and sense of belonging to community that students often need to persist in school. (Look [here](#) for more information on key drivers of student persistence.)

As federal support for adult education is increasingly tied to workforce training, it is good to remember what we learn from Renette and Elyse and the Tutorial Center of Vermont. It matters that the work is meaningful – that we can bring our whole selves into it and see that what we are doing has an impact on our community. As adult educators prepare students for the workforce, we need to take into account not just the needs of the labor market, but the needs of the workers as well. And if the workplace is not meeting the workers’ needs, then workers need to see themselves as sufficiently empowered to notice problems, build connections with others, and advocate for changes.

There are so many stories of ordinary people figuring out not just how to find a job, any job, but how to find a good job...or how to make the job they have a better one. But these stories are not always easy to come by, which is why *The Change Agent* seeks them out and promotes them. When teachers bring these stories into the classroom, they can use them both to

teach basic skills and as a model for students to see themselves as members of the workforce who have a say in what work looks like.

Over the years, *The Change Agent* has had many different themes – from food, fashion, and health to technology, immigration, and the economy. No matter what the focus, the magazine always highlights writings by adult learners – many of them reflecting on their career goals, their current jobs, and their struggles to improve the wages and dignity they receive on the job. The content inspires and connects with students because it speaks to their deepest desires – like those expressed by Elyse and Renette – to earn money in a meaningful way, to be problem-solvers, and to be agents of change in their own lives, their workplaces and their communities.

#### References:

Kallenbach, Silja and Andy Nash. Adult Learner Persistence, New England Literacy Resource Center, <http://nelrc.org/persist/> -- retrieved on 10-16-14.

Gonzalez, Renette. "What You Plant Now, You Will Harvest Later," *The Change Agent* (<http://change-agent.nelrc.org/>), Issue #39, "All about Food," p. 48. World Education: Boston, MA. September 2014.

Hardy, Elyse. "Growing Roots through my Hands," *The Change Agent* (<http://changeagent.nelrc.org/>), Issue #39, "All about Food," p. 46. World Education: Boston, MA. September 2014.

Workforce Innovation and Opportunity Act, <http://www.doleta.gov/wioa/> -- retrieved on 10-16-14.

#### About the Author

Cynthia Peters is the editor of *The Change Agent*, published by the New England Literacy Resource Center at World Education in Boston, Massachusetts. *The Change Agent* is available in print or online (where audio versions of articles are also available) for a small fee. Visit <http://changeagent.nelrc.org/> for more information.

## TARRANT LITERACY COALITION GRAND OPENING



The Grand Opening and Ribbon Cutting of the Tarrant Literacy Coalition's new Atmos Energy Learner Lab was held on November 12, 2014 at the Coalition's new location in Henderson Hall of Agape Baptist Church. Almost a hundred community leaders, volunteers and donors attended the event to see the new Learner Lab and pay tribute to all who had participated in its development.

The Tarrant Literacy Coalition has expanded opportunities for adult learners by partnering with Agape Baptist Church and moving its operations into space in the education center at the church.

Literacy Connexus and the adult services division of The Learning Center of North Texas have also relocated with Tarrant Literacy Coalition. Agape Baptist Church has been providing ESL, GED and US Citizenship classes for years with volunteer instructors and has had a strong relationship with the Coalition since its inception five years ago. According to Kathryn Thompson, Executive Director of the Tarrant Literacy Coalition, this strategic alliance between three community based organizations and a local church, supported by Atmos Energy, a corporation with a strong reputation for community involvement, will make it possible for far more adult literacy students and their families to receive services that will enhance not only their literacy skills but ultimately their employment opportunities.



Lester Meirwether, Kathryn Thompson,  
Harriet Smith, and Joan Grigsby

# *Building Collaboration & Program Improvement*

## **Imperative Collaborations**

*by Dr. Karla D. Brown*

The African Proverb that states, “It Takes a Whole Village to Raise a Child,” is no longer only synonymous with the proper development of children in our society. This powerful truth can be said to apply to adult learners. While further along in life, this vulnerable group of individuals is becoming an increasingly greater percentage of the college and university demographic.

According to the Center for Law and Social Policy, thirty-six percent of post-secondary students were twenty-five or older in 2008. This drastic increase in the number of more “independent” learners creates the need for different strategies to address the diversity of hurdles. The challenge could prove to be mind boggling for any higher education institution attempting to address and meet the needs of every sector of its population on its own. Any effort to ensure the success of all learners, regardless of age or circumstance, will depend on establishing collaborative partnerships with the various community agencies.

Collaborations can take many shapes and serve a plethora of purposes. As with any partnership (relationship), joining forces may strengthen both organizations. It is also important to note that a partnership does not connote weakness or imply that an institution is unable to meet their students’ needs. It simply demonstrates the value of teamwork when helping others reach their goals. Each partner has a specific mission and collaborations allow each to focus on its established purpose.

Simple ways that community-based organizations can assist institutions of higher learning include:

- Assisting one another in applying for grant funds in order to sustain program components and to reach organizational goals,
- Addressing issues of student attendance and retention by working with students directly on

specified concerns,

- Developing individualized plans that can be maintained by the partner organizations,
- Engaging in continuous community-based outreach so that students are well informed about other programs and services that are available to further assist,
- Tracking individual students who participate in the program so that the community-based organizations can provide follow-up services, and
- Utilizing longitudinal data to determine institutional and organizations reforms to leverage funds for sustainability.

This list is limited in scope and should not be considered an exhaustive list of collaborative opportunities. Each institution will have its own needs, and community-based organizations that have missions that match their areas of focus are a great place to forge lasting partnerships that are a benefit to all those involved.

Finally, it is inevitable that problems will arise in partnerships. And, for many organizations, the possibility of additional problems is enough to steer them clear of third party opportunities. Conflict can prove to be costly, possibly devastating one or both of the entities. For these reasons, Ellis and Hughes (2002) of the Northwest Regional Educational Laboratory suggest following their *Partnerships by Design Plan* prior to starting a collaborative effort. They state that both organizations should:

- Define the goals and outcomes for this effort, including both immediate and future directions, and describe the means you will use to attain those goals,
- Outline the details of the roles each partner will play in helping reach the overall educational

goals,

- Anticipate potential barriers along the way and formulate responses to them, and
- Identify strategies to evaluate the success of the partnerships in meeting the planned goals, and formulate a process to advertise findings and regularly revise the plan.

Developing the recommended plan or some variation of it can save groups from unnecessary heartaches that can be identified and addressed before the partnership is solidified. As the great Ben Franklin said, an ounce of prevention is worth a pound of cure.

The collaborative partners within organizations of today may not be considered villagers coming together, but the idea is still a very relevant notion in 2014. When everyone works together, more can be accomplished and society is better as a result. Collaborations are not a suggestion...They are IMPERATIVE!

## References

Yesterday's Nontraditional Student is Today's Traditional

Student. (<http://www.clasp.org/resources-and-publications/publication-1/Nontraditional-Students-Facts-2011.pdf>). Center for Law and Social Policy. Retrieved 2014-10-10.

Ellis, D. and Hughes, K. Partnerships by Design. (October 2002). Northwest Regional Educational Laboratory.

## About the Author

Karla D. Brown, Ed.D., is the founder and Executive Director of The Providence on Southmore, Inc., a non-profit organization in Houston that assists students attending universities in the city with overcoming the obstacles that block many from completing their degree programs. She is an educator with over 20 years of experience as an elementary school teacher and administrator in southeast Texas and southern California. She has served as Adjunct Professor at Texas Southern University and California Baptist University preparing pre-service educators. She holds a doctorate degree in Curriculum and Instruction and credits her academic and professional experiences with giving her the inspiration to see the vision of the organization to fruition.

## KINGWOOD LIBRARY FAMILY LITERACY IN THE NEWS

### LOCAL LIBRARIES OFFER BILINGUAL LEARNING PROGRAM FOR CHILDREN

by Antonio Hebert

Reprinted with permission from The Observer Newspapers - Houston Community Newspapers

After story time, toddlers, elementary-aged students and their mothers gathered around educational stations in a classroom at the Kingwood Library Monday evening, Dec. 29. It's part of an ongoing series of classes offered one day each month of the year called "Para Los Ninos," which is Spanish for "For the Children."

"Let's use our estimation skills. How many do you think are in here?" Assistant Branch Librarian Rose Sonnier asked a little boy as he stared at a jar of plastic eggs. The educational program, sponsored by the Children's Museum of Houston, began about 10 years ago, and has now expanded from the Houston Public Library system to the Harris County Public Library System. The classes are designed to teach reading and listening skills in English and Spanish as well as foster math and critical thinking skills through crafts and hands-on activities. The sessions usually start with story time. Students and their parents gather to listen to a story in English followed by one in Spanish. Afterward, they break into groups and go to stations to learn that month's lesson.

December's Session, called "Math at Home" focused on problem solving and estimation. Fun, interactive games dealt with Measurements, money, sorting and classifying, geometry and graphing.

"I think it's a really great program. I just love it," Sonnier said. Sonnier has been a children's librarian for more than 20 years. She began teaching the Houston Children's Museum's curriculum 10 years ago while she worked for the Houston Public library.

"They send me a box of activities and all of the materials. I teach it to the kids, and they just love it," Sonnier said. She enjoys interacting one-on-one with the children.

"My favorite part of working with the children is watching them learn something new. I like to see their faces light up when they've learned something," she said.

Parents and guardians can keep up with the upcoming dates and times on Kingwood and Atascocita Branch Libraries' websites. One incentive that encourages attendance is the Houston Children's Museum's offer of free tickets for the families who sign in the days of the classes.

For more information on Para Los Ninos, those interested may contact Tiffany Fontenot at the Children's Museum at [tfontenot@cmhouston.org](mailto:tfontenot@cmhouston.org) or Rose Sonnier at Kingwood Branch Library at [rsonnier@hcpl.net](mailto:rsonnier@hcpl.net)

[http://www.yourhoustonnews.com/kingwood/news/local-libraries-offer-bilingual-learning-program-for-children/article\\_04b0df51-e94c-5b35-b44e-096b0be24907.html](http://www.yourhoustonnews.com/kingwood/news/local-libraries-offer-bilingual-learning-program-for-children/article_04b0df51-e94c-5b35-b44e-096b0be24907.html)

# Ideas for Teachers of Adults

## TCALL Bits & Bytes

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

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



### Understanding Creative Commons Licensing: An Educator's Dream Come True



Credit: Flickr – Franz & P

I was working on my Digital Citizenship presentation for TALAE this week and found a number of PowerPoint slides and other images that I wanted to include in my presentation. Being the responsible digital citizen that I am 😊 I looked for the Copyright notices to ensure I maintained the creative integrity of the author, by giving the required credit. A few of the images, lessons, etc. had a Creative Commons License similar to the one shown above. And then it hit

me... how many of my colleagues know what those little circles mean when they see them on the Internet? Do they know those circles mean you can use the material with certain limitations? Do they know that there's a whole digital world out there of people just like us, who are sharing their images, their presentations, their papers... and all they ask is the proper recognition? Do they know that you can access any of these items online and you can actually modify some of them? There are so many possibilities with Creative Commons licensing that I thought this would be a good time to tell you a bit more about them.

#### History

Funded from a generous donation from the Center for the Public Domain (at Duke Law School), the Creative Commons organization began back in 2001, with a Board of Directors made up of leaders, educators, legal scholars and philanthropists. The premise was that while we should all be able to retain copyright on our own works, there comes a time when, because of time constraints, or just plain generosity on our part, we are willing to share what we've created, with some less restrictive copyright rules.

Creative Commons licensing allows the creator to retain the copyright of their materials, while at the same time allowing someone to copy, redistribute and make use of their work. There are six different licenses, and they range from the most accommodating to the most restrictive.

The table below outlines each of the 6 Creative Commons Licenses.

### The Licenses

Source: <http://creativecommons.org/licenses/>



#### Attribution

##### CC BY

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.



#### Attribution-ShareAlike

##### CC BY-SA

This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to "copyleft" free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.



#### Attribution-NoDerivs

##### CC BY-ND

This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.



#### Attribution-NonCommercial

##### CC BY-NC

This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.



#### Attribution-NonCommercial-ShareAlike

##### CC BY-NC-SA

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.



#### Attribution-NonCommercial-NoDerivs

##### CC BY-NC-ND

This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

Creative Commons is an educators dream come true! As an educator, I can tell you that my life has gotten a lot easier with Creative Commons and some of their partners, such as Flickr and Slide Share. Grant budget limitations restrict our purchasing of high quality stock photos. Sure, you can just Google "messy classroom" and find a great image, but that doesn't mean you can just download it and use it. There are copyright restrictions.

With Creative Commons and partners, such as Flickr, (<https://www.flickr.com/>) you can search their public domain of photos and use them in presentations. In some cases, you might even be able to remix (adapt) the image to your liking. It just depends on which one of the six CC licenses they have chosen. Slide Share (<http://www.slideshare.net/>) lets you download others presentations as well as upload your own to share. I've been using Slide Share for about 5 years now. I'd honestly forgotten about it until the other day, when I went looking for my Digital Citizenship presentation I wanted to update (<http://www.slideshare.net/dlhargrove>). I was able to find other presentations on Digital Citizenship while I was there and will be using and remixing some of those slides too. The whole concept of "with some restrictions" opens up a new world filled with ideas that can jump start our creative juices! I don't know about you, but sometimes I just need that little nudge to get going... whether it's a slide presentation that has that ONE SLIDE that shouts out at me, or an article with great bullets to get my point across. I'm a big believer in sharing what I've created with others. I hope you'll consider contributing your good works to the Creative Common environment. Until then, just be thankful that others have shared theirs.

# Using Tablets and Smart Phones to Help Students Improve their English

by Terry Shearer

Whether you are teaching a one-to-one class, or a large group, you can take advantage of the increasing number of apps and websites that are now available on both Android and Apple operating systems. Consider the old days when teachers had to drag around projectors and tape recorders or CD players to the classrooms and conference rooms where they taught. Tablets and smart phones are a great alternative. Apps cost a fraction of what paper books cost and there's no shipping. Teachers have access to moving pictures (i.e., videos), sound music and apps that even allow the student to record and save his own speech. In addition, the download of a program occurs in seconds as opposed to waiting days for the book you have ordered to arrive. In fact, students can access their lessons 24/7. Smart phones and tablets are powerful tools for language practice beyond the classroom.

Smart phones give students access to the internet without the need to connect to a wireless network. It is the cheapest technology one can buy, and most students already own a device. Tablets are better suited for larger images, longer viewing and storing portfolio docs of student work.

## Commercial Apps

Many of the apps for the Android system can be downloaded from sites such as commercial sites. The apps for language learning often offer free trial lessons. *Speak English like an American* for example, offers five free lessons. It includes dialogues, vocabulary quizzes and a feature for students to record their speech. The full program with 20 more lessons is \$9.99. A print copy of the book can also be ordered, but printed books are more expensive and shipping costs are an added expense. Most of the apps I have tried have been Android based, for the kindle, but you can also access apps for I-pads by going to the apps store, and clicking an icon on the I-pad to access. Other apps include practice for the TOEFL, flashcards for beginners and online dictionaries.

## Government Owned Websites/Apps

Here are some websites and apps that will greatly enhance your students' classroom experience.

### Voice of America

The Voice of America (VOA) is an international broadcasting system. It was founded in 1942, and is the official external broadcast institution of the United States federal government. It is one of five civilian U.S. international broadcasters working under the umbrella of the Broadcasting Board of Governors (BBG). The VOA provides programming for broadcast on radio, TV, and the Internet outside of the U.S., in 43 languages (Wikipedia). The website for English language learners is [www.VOAlearnenglish.org/](http://www.VOAlearnenglish.org/). The VOA news stories are current and present a wide variety of topics including science, health, current events, nature, and technology. Students can then follow along with the written text on their phones or tablets while listening to the broadcast. The articles and human-interest stories are suitable for an intermediate to advanced level of English proficiency. The VOA website has narrators who speak slightly slower, but with a natural speech pattern. There are also vocabulary and grammar exercises. Download the free app at [www.learningenglish.voanews.com/](http://www.learningenglish.voanews.com/).

### American English

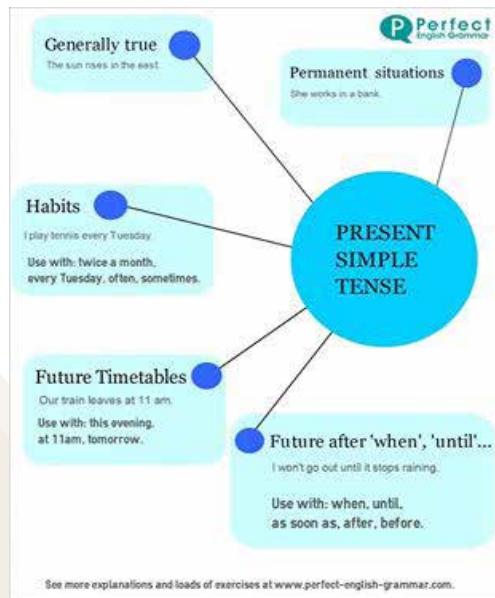
This website from the US state department <http://americanenglish.state.gov> provides a wealth of free resources for ESL teachers and lots of activities for practice including many great ideas for lessons with exercises and charts for ESL instruction.

For **pronunciation**, I highly recommend downloading the Color Vowel Chart from this site. There is a full PowerPoint presentation on the AEG website to demonstrate how vowel sounds can be correlated to colors using this chart. This little tool matches colors with vowels sounds in stressed syllables. It is an extremely useful tool for intermediate and advanced students who struggle with correct pronunciation. Here is a copy of the chart.



The online version of the chart is interactive. When the student clicks on a color the sound is pronounced with a word that has that stressed vowel. Students quickly learn to identify the correct vowel sound despite spelling variations.

Instructors can also *like American English* on Facebook. Once they do, they will have access to many useful handouts for teaching grammar points and vocabulary that are posted to one's Facebook page daily. Here is an example of a grammar handout downloaded from the American English State Department's Facebook page:



These handouts come from instructors, trainers and consultants worldwide. When using works from this site, please be sure to give credit to the creators of these handouts. EduCall Learning Services will also be posting this and other handouts on our website or on social media to share with teachers.

The greatest benefit of using these new technologies is that students have the opportunity to practice on their own. Quizzes and vocabulary exercises can provide immediate feedback on correct and incorrect responses. They can also read more about topics that are introduced in articles they are reading. A classroom discussion on the use of animal skulls as decorative items for the home led to finding images of artist Georgia O'Keefe's paintings of animal skulls. Furthermore, the use of smart phones and tablets reduces the number of paper handouts required for lessons. Students have reported using the apps while waiting for a bus, a doctor's appointment, or on a break from work. There are also games, puzzles and travel apps that can enhance the classroom experience. There is still further development needed. Publishers still struggle with the sound quality of some apps. However, given the low cost and flexibility of these new technologies as compared to language labs and computers, it is a great tool for instruction.

## References

Wikipedia: [http://en.wikipedia.org/wiki/Voice\\_of\\_America](http://en.wikipedia.org/wiki/Voice_of_America))

Voice of America: [www.VOAlearnenglish.org/](http://www.VOAlearnenglish.org/)  
[www.learningenglish.voanews.com/](http://www.learningenglish.voanews.com/)

American English: <http://americanenglish.state.gov>

Perfect Grammar: [www.perfect-english-grammar.com](http://www.perfect-english-grammar.com) (handout on the American English website)

The Color Vowel Chart: <http://americanenglish.state.gov>, Authors: Shirley Thompson, Karen Taylor - See more at: <http://americanenglish.state.gov/resources/color-vowel-chart>

Language Success Press: <http://www.languagesuccesspress.com/>, Speak English Like an American

## About the Author

Terry Shearer has a master's degree in applied linguistics and 30 years in the field of English as a second language instruction. She is the president of EduCall Learning Services, a company that provides language services to businesses and support services to non-profit organizations. Educall provides teacher training, accent reduction, transition services, and curriculum frameworks to organizations nationwide.

# Integrating Technology in Classrooms with Limited Access - Part Two

by Dr. Glenda Rose

In the last issue, I gave suggestions for integrating technology in classrooms where access to technology may be limited. Much of that article dealt with using those microcomputers that seemed to be glued to people's hands these days: mobile phones. In this article, I want to share some ideas for what to do when you have one, and only one, computer for you and your students, without a projector or interactive whiteboard.

First of all, I strongly recommend centers, or stations around the classroom where students can focus on a particular topic or skill. You can set up as many centers as you need: reading, writing, listening, speaking, math, science, social studies, career awareness and pathways, etc. I use plastic file boxes for these centers - even for the "technology" center – because most of us are not in permanent rooms. Using the file boxes makes setting up and breaking down the centers much easier. In each file box, various activities that students can work through independently or in small groups are arranged in file folders. If you have a multilevel class, you may want to use different colored folders to let students quickly identify activities appropriate for their level. While students are engaged in the center activities, the teacher has freedom to informally assess by circulating around the room, or work one-on-one with individuals or small groups on specific skills that the rest of the class may or may not need at that particular time.

Let's imagine we have our classroom set up with various centers including a technology center. What if there is no Internet access? What can you do in the "technology center" if there is no Internet? Dozens of things! For starters, many textbooks come with accompanying CD-ROMS. The Interchange series by Cambridge, for example, has great activities for ESL students. Even if you are not using Interchange in your classroom, you can get the "Full Contact" version and use the CD-ROM for extra practice. There are also many inexpensive CD-ROM programs that can be purchased for \$5 to \$10 that cover all the basic skills (reading, writing, math, science, geography, history, etc.) and ESL as well. You may want to invest in a typing tutor program as well. Ones that are game-like tend to be class favorites.

Apart from programs that you can purchase, you can also use free resources such as Apache OpenOffice (<https://www.openoffice.org/>) if purchasing Microsoft Office is out of the question. You can download it to a flash drive or CD-ROM and install it on your Internet-barren computer so that your students can practice using word processing, spreadsheet, and presentation software. Have students create reports, graphs, projects, and more that align with their educational and long-term career goals. One group of low-level ESL students, for example, created a presentation of a store

that they wanted to open using products from a popular home-based cosmetics business. A group of ABE students created pie charts of their current and proposed budgets. Of course, you have to teach the requisite skills like keyboarding, saving files to specific destinations, and using basic formatting, but if you are working with small groups, or find your student experts, this challenge becomes quite manageable.

Have you ever come across a great video on the Internet but couldn't show it in your class because you have no Internet there or YouTube is blocked? You can use a program like YTD (YouTube Downloader: <http://www.ytddownloader.com/>) to download useful instructional videos at home and then load them onto the computer. Create a tutorial library for your students. Don't forget to ask students to share the videos they have found because often they can find ones that really reach them at their level.

If you have Internet access, a world of resources and practice opportunities is available. You can create "digital centers" similar to those in the classroom. To make finding resources easier for your students, you can create a page on Symbaloo with links to the resources that you want them to use. (You can check out some of my Symbaloo (<http://edu.symbaloo.com>) pages at <http://edu.symbaloo.com/mix/techcontextualcenter> or check out the more basic version (with lower-level students in mind) at <http://edu.symbaloo.com/mix/techcenterhome>. Just make sure that the rules for accessing the Internet on the classroom computer are clear and clearly posted near the computer.

The final recommendation I would make here is to ask around to get a couple of laptops or computers in your classroom. Some technophiles like myself replace their laptops every year and donate the old ones. (I used to raffle mine off. Students earned raffle tickets every day they were on time for a month before the raffle. It was amazing what that did for attendance.) I also got a laptop for free by talking to the manager of a local electronics store. I got a dozen old desktop computers when the U.S. Treasury in Austin upgraded. They were completely wiped clean, and I had to go to TechSoup ([www.techsoup.org](http://www.techsoup.org)) to purchase operating systems for them, but they lasted for more than ten years. You can also check with programs like EveryoneOn (<http://everyoneon.org/>) to see if discounted computers or Internet Access are available in your area.

Just because you start with a one-computer classroom doesn't mean you have to stay a one-computer classroom, but even if you do, one computer is better than no computer. If you need help getting started, feel free to contact me at TRAIN PD and we can talk through a plan to get your students into the digital world.

# **Professional Development**

## **Free Online Trainings**

*by Kimberly B. Vinton*

The following online trainings are available for free to anyone across the state. Participants will need to create an *iLearning* account and then do a search for the training title. *iLearning* will provide certificates of completion, available on the Transcripts tab on the main page. Here is the link directly to the *iLearning* log-in page or to create a new user. <http://portal.esc20.net/pls/apex/f?p=340:20:0::NO>

Listed is the title of the training, the number of hours, and indicated if it is new within a calendar year.

Texas Workforce Commission-funded users of the TEAMS (Texas Educating Adults Management System) system will find all of these courses entered as Professional Development activities under the ESCXXConsortium.

### **Adult Education and Literacy: An Introduction**

**2hrs (new)**

This session is designed for New Adult Education and Literacy Instructors to provide an overview of Texas Adult Basic Education and Literacy. Its intent is to assist instructors new to Adult Education and Literacy to become familiar with the program. The course will help instructors learn and comprehend aspects of Adult Education and will assist them with a smooth transition in to the classroom.

### **Advanced Tools for Distance Learning in Adult Education**

**3hrs (new)**

Building a Distance Learning program can be an intense undertaking. The Distance Learning Academy Training Modules 1, 2, and 3 provided the foundation to beginning a new program, but it is impossible to forecast all the bumps and curves a program will encounter as things are put into action. This online professional development module provides insight to "behind-the-scene" theories of Distance

Learning (DL) to make the road a little less bumpy.

What are successful protocols, procedures and techniques used by experienced programs?

What makes a DL teacher effective?

What interaction should take place between the teacher and student?

What type of tools should the DL teacher provide the student to support his/her success?

This online course provides answers to these questions plus five key objectives to a highly successful distance learning program.

### **Lesson Cycle On-Line Training**

**3hrs**

This training will cover the steps associated with the Lesson Cycle:

- Focus,
- Objective,
- Explanation,
- Independent Practice
- Guided Practice,
- Assessment, and
- Closure.

Familiarity with these steps will facilitate the teacher's development and implementation of effective lessons. Participants will see a demonstration of each of the components and will complete an assessment prior to completion of the training.

### **Creating Lesson Plans Based on the Cross Disciplinary Standards**

**2hrs (new)**

The Texas College and Career Readiness Standards

help adult students prepare for the world of work and for entry into college. The new GED® is heavily aligned with the College and Career Readiness Standards which makes lesson planning for the new GED® a matter of understanding how to align with those standards. This training guides Adult Educators through the process of planning a single unit for an ABE/ASE classroom that aligns with TXCCRS.

Participants can use the guided structure to plan lessons and units in the context of real life issues while instructing content area knowledge.

### **Writing Techniques for Multilevel ESL**

**2hrs (new)**

This online course is designed to assist ESL instructors with writing techniques in the classroom. Its intent is to assist ESL instructors meet the writing needs of multilevel students. The course will guide instructors to plan lessons around integrated reading and writing techniques.

### **Six Secrets to Creating a Highly Successful Adult Education Classroom**

**3hrs**

In every adult education program there are teachers

who are highly successful. Their students attend class regularly; their students learn and show progress. What are the secrets of these highly successful teachers? In this online course you will learn six secrets that you can start implementing in your class immediately.

### **Teaching EL Civics: Overview**

**3hrs (new)**

This online course is designed to assist AEL staff with tools & resources necessary to build on student success in the EL Civics classroom. Throughout the course, various activities and suggested lessons are introduced addressing the Naturalization process and preparing students for the citizenship process.

I hope this helps both novice and veteran AEL staff!

### **About the Author**

Kimberly B. Vinton

Coordinator III

Adult Education & Literacy, Food & Nutrition Services  
Education Service Center, Region 20  
210-370-5238

Dallas 2015

National Career Pathways Network Annual Conference

Sheraton Dallas • October 28–30 (Wed–Fri)

NCPN ncpn.info

Texas will be the site of this national conference to be held at the downtown Sheraton Dallas Hotel. This professional development opportunity will include over 150 breakout sessions with conference strands based on the U.S. Department of Education's "10 Components of a Program of Study (POS) Design Framework" and the U.S. Department of Labor's "6 Key Elements", along with a variety of preconference workshops, keynote speakers, networking opportunities, and exhibits of the latest products and services.

NCPN is a membership organization for educators, employers and others involved in the advancement of Career Pathways, career technical education (CTE), and related education reform initiatives.

For more information, visit the conference web page.  
[www.ncpn.info/2015-ncpn-conf.php](http://www.ncpn.info/2015-ncpn-conf.php)

# Welcome to Our Library. . .

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



**Common Language Assessment for English Learners.** Gottlieb, Margo (2012). Bloomfield, IN: Solution Tree Press. Learn how to plan, implement, and evaluate common language assessments for your English learners. With this step-by-step guide, teachers, school leaders, and administrators will find organizing principles, lead questions, and action steps all directing you toward collaborative assessment. Yield meaningful information for and about EL learning preferences, build student self-assessment, and inform your instructional decision making based on reliable results.

**Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, Revised and Updated.** Fink, L. Dee (2013). San Francisco, CA: Jossey-Bass. In this updated edition, the author discusses new research on how people learn, active learning, and the effectiveness of his popular model; adds more examples from online teaching; and further focuses on the impact of student engagement on student learning. The book explores the changes in higher education nationally and internationally since the publication of the previous edition, includes additional procedures for integrating one's course, and adds strategies for dealing with student resistance to innovative teaching.

**Design for How People Learn.** Dirksen, Julie (2012). Berkeley, CA: New Riders. In this book, you'll discover how to use the key principles behind learning, memory, and attention to create materials that enable your audience to both gain and retain the knowledge and skills you're sharing. Using accessible visual metaphors and concrete methods and examples, it will teach you how to leverage the fundamental concepts of instructional design both to improve your own learning and to engage your audience.

**English Comes Alive! Dynamic, Brain-Building Ways to Teach ESL and EFL.** Witherspoon, Jim (2012). Bryan, TX: Synapse Books. This book opens with 60 favorite, wake-them-up activities that are vigorous and quick-moving lessons with lots of classroom interaction. Then the author writes about role playing, creative speaking, correcting bloopers, acting out words and sentences, outdoor activities, and much more.

**English the American Way: A Fun ESL Guide to Language and Culture in the U.S.** Murtha, Sheila MacKechnie and O'Connor, Jane Airey (2014). Piscataway, NJ: Research & Education Association. This handy guidebook was designed for people who already have a good grasp of English but want to improve how they speak the language as it is spoken in the United States. Written in a lighthearted and easy-to-follow style, this book is a resource for people of all ages and all nationalities. Each unit introduces commonly used phrases, vocabulary, and verbs, and offers sample dialogs to illustrate everyday American life. The audio CD offers sample dialogs that present correct pronunciation using natural speech. The dialogs help English language learners practice their vocabulary and pronunciation skills.

**Essentials of Online Course Design: A Standards-Based Guide.** Vai, Marjorie and Sosulski, Kristen (2011). New York, NY: Routledge. This book takes a thoughtfully designed, step-by-step approach to online course development. At its core is a set of standards that are based on best practices in the field of online learning and teaching. Pedagogical, organizational and visual design principles are presented and modeled throughout the book and users will quickly learn from the guide's hands-on approach. The course design process begins with the elements of a classroom syllabus which, after a series of guided steps, easily evolve into an online course outline.

**How Learning Works: 7 Research-Based Principles for Smart Teaching.** Ambrose, Susan A. and Bridges, Michael W. and Lovett, Marsha C., et al (2010). San Francisco, CA: Jossey-Bass. This book introduces seven general principles of how students learn. The authors have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; organizational behavior) to identify a set of key principles underlying learning, from how effective organization enhances retrieval and use of information to what impacts motivation. Integrating theory with real-classroom examples in practice, this book helps faculty to apply cognitive science advances to improve their own teaching.

### **HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?**

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

***How to Teach Adults: Plan Your Class, Teach your Students, Change the World.*** Spalding, Dan (2014). San Francisco, CA: Jossey-Bass. In this expanded edition, Dan Spalding offers practical teaching and classroom management suggestions that are designed for anyone who works with adult learners, particularly new faculty, adjuncts, those in community colleges, ESL teachers, and graduate students. This reader-friendly resource covers all phases of the teaching process from planning what to teach, to managing a classroom, to growing as a professional in the field.

***The Interdependence of Teaching and Learning.*** Griffith, Bryant and Loveless, Douglas J., Editors (2013). Charlotte, NC: Information Age Publishing, Inc. The varied chapters of this book seek to capture the complexities of teaching and learning in today's schools. The book is divided into three sections: relationships and complexity, students and learning, and teachers and teacher education.

***Meeting the Transitional Needs of Young Adult Learners.*** Davis, C. Amelia and Olson, Joann S., Editors (Fall 2014). San Francisco, CA: Jossey-Bass Publishers. Number 143 in the New Directions for Adult and Continuing Education series. From the Editor: This is the first New Directions volume related to young adult learners since 1984. Then, as now, young adults are an important segment of the adult population but have received scant attention in the adult education literature. Increasingly, youths and young adults are enrolling in adult education programs and in doing so are changing the meaning of adulthood. Given the significant demographic, technological, and cultural shifts during the past 30 years, there is an increasing need for practitioners and program planners to reconsider what constitutes "adult" and "adult education." An understanding of the changing meaning of adulthood is fundamental to developing programs and policies that will address the needs of younger learners, and we believe it is time for an updated discussion among adult educators and scholars in other disciplines. This sourcebook is designed to reignite the discussion related to meeting the educational needs of young adults along with a timely and interdisciplinary discussion that highlights the transitional needs of young adult learners.

***The Mentor's Guide: Facilitating Effective Learning Relationships, Second Edition.*** Zachary, Lois J. (2012). San Francisco, CA: Jossey-Bass Inc. This new edition explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Managers, teachers, and leaders from any career, professional, or education setting can successfully navigate the learning journey by using the hands-on exercises in this unique resource.

***The Oxford Picture Dictionary for Kids: English/Spanish Edition.*** Keyes, Joan Ross (1998). New York, NY: Oxford University Press. This vocabulary development program is designed for children age 5 to 7 who are learning English, and might be used in a family literacy program's interactive literacy activities. Over 700 words are introduced in the context of stories with colorful illustrations, organized into thematic topics relevant to students. Five characters and their families are featured in everyday situations. This edition contains both English and Spanish.

***The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive.*** Fullan, Michael (2008). San Francisco, CA: Jossey-Bass. This book explores essential lessons for business and public sector leaders for thriving in today's complex environment. The author draws on his work in bringing about change in education reform in both public school systems and universities.

***Texas Student Refugee Framework: A Collaborative Approach.*** Seidlitz, John and Obamehini, Feyi (2013). San Clemente, CA: Seidlitz Education. This training will allow family literacy professionals to learn effective ways to help their refugee students while meeting the needs of their families. Support and resources will be given to instruct their students with best practices for meeting language and academic needs.

***The Wooden Bowl.*** Winner, Ramona Moreno (2009). Goleta, CA: BrainStorm 3000. Diego teaches his parents a lesson on how to treat his aging grandfather. The way the parents treat the grandfather now, is how Diego will be treating them when they become elderly and in need of care. This story, written in English and Spanish carries a great message for all generations.



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

## Read it Online or Free by Mail

***Adult Education and Immigrant Integration: Networks for Integrating New Americans (NINA).*** Kalenbach, Silja (September 2013). Washington, DC: World Education. This document's purpose is to put forth an evidence-based, theoretical framework that will guide the technical assistance for supporting immigrant integration networks in five communities. Existing immigrant integration efforts at the national, state, and local levels provide a strong foundation for strengthening and informing the NINA initiative. This initiative will add to that portfolio an innovative, place-based model designed for replication focused on education as the essential foundation for immigrant integration.

***Adult Education in Transition: Ideas and Opportunities from Texas Communities.*** Schneider, Megan (September 2014). Houston, TX: Houston Center for Literacy. The Houston Center for Literacy offers this summary of its 2014 adult education and literacy community forums. HCL staff traveled thousands of miles and spoke directly with hundreds of students, providers, community colleges, business people, workforce and economic development professionals, educators and others about the present and future of adult education in Texas.

***Aspirations to Achievement: Men of Color and Community Colleges.*** Center for Community College Student Engagement (2014). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Black and Latino male students enroll in community colleges with higher aspirations than do their white male counterparts, but white men are six times more likely to graduate in three years with a degree or a certificate, according to this report. Closing the achievement gap between men of color and other groups of students "has to happen at community colleges," where black males and Latinos tend to enroll, Walter Bumphus says in the forward. Identifying causes of and finding solutions for these disparities are not easy. According to the report, "Race and ethnicity intersect in complicated ways with gender, socioeconomic status, college readiness, and other factors."

***Building Health Literate Organizations: A Guidebook to Achieving Organizational Change.*** Abrams,

Mary Ann and Kurtz-Rossi, Sabrina and Riffenburgh, Audrey and Savage, Barbara (2014). Des Moines, IO: Unity Point Health. The goal of this guidebook is to help you move your organization forward in becoming a health literate health care organization. This guidebook presents health literacy learning and examples from real-world settings and an adaptable approach to becoming a health literate health care organization.

***Coalition Building: A Tool for Improved Community Literacy.*** Doughty, Margaret (2014). Washington, DC: U.S. Department of Education. This brief describes the following five criteria that are essential to success in building a collaborative process for community change. common agenda, mutually reinforcing activities, backbone support organizations, shared measurement systems, and continuous communications. The conclusion of the publication emphasizes the importance of building collaborative processes that result in community change.

***Family Engagement Brief.*** National Center for Families Learning (Spring 2014). Louisville, KY: National Center for Families Learning. This brief explores some of the evidence supporting approaches to family engagement that are effective methods of improving academic achievement. It also includes an overview of different types of family engagement, including case study examples of promising practices and recommendations for parents, school personnel, program officials, and community members seeking increased family engagement in education. Examples of organizations engaging families included here span public education systems, non-profit organizations, and a public library system.

***Going Public: Writing about Research in Every-day Language.*** Dynarski, Mark and Kisker, Ellen (June 2014). Washington, DC: U.S. Department of Education, Institute of Education Sciences. This brief describes approaches that writers can use to make impact research more accessible to policy audiences. It emphasizes three techniques: making concepts as simple as possible, focusing on what readers need to know, and reducing possible misinterpretations. A glossary of common concepts is included showing the

approaches applied to a range of concepts common to impact research, such as 'regression models' and 'effect sizes.'

**Information and Student Achievement: Evidence from a Cellular Phone Experiment.** Fryer, Roland G., Jr. (June 2013). Cambridge, MA: National Bureau of Economic Research. This paper describes a field experiment in Oklahoma City Public Schools in which students were provided with free cellular phones and daily information about the link between human capital and future outcomes via text message. Students' reported beliefs about the relationship between education and outcomes were influenced by treatment, and treatment students also reported being more focused and working harder in school. However, there were no measurable changes in attendance, behavioral incidents, or test scores. The patterns in the data appear most consistent with a model in which students cannot translate effort into measurable output, though other explanations are possible.

**Investing in English Skills: The Limited English Proficient Workforce in U.S. Metropolitan Areas.** Wilson, Jill H. (September 2014). Washington, DC: Metropolitan Policy Program at Brookings. This is the first study to date to track the working-age limited English proficient (LEP) population on a metropolitan level. Based on data from the U.S. Census Bureau's 2012 American Community Survey, the report identifies 89 of the most populous U.S. metro areas and ranks them for 1) size and share of their population that is LEP and 2) growth or decline in their LEP population since 2000. It also provides detailed characteristics of metro areas' LEP workforce, including the languages they speak, the occupations and industries in which they work, employment rates, median income and educational attainment.

**Math Works! Guide.** U.S. Department of Education, Office of Career, Technical, and Adult Education (March 2014). Washington, DC: American Institutes for Research. The Teaching Excellence in Adult Literacy (TEAL) Math Works! Guide, a companion piece to the TEAL Just Write! Guide, is an instructional resource for adult education teachers. It is designed to increase instructors' familiarity with evidence-based mathematics and numeracy instruction and to facilitate the translation of research findings into teaching practices that will enhance the quality of instruction delivered. It synthesizes important practices and competencies represented in current research on mathematics instruction. This resource is for NRS EFL Levels 1-6.

**Past Gains, Future Goals (Part II).** Council for Advancement of Adult Literacy (August 2014). New York:

Council for Advancement of Adult Literacy. A collection of essays from 30 state and national leaders in adult education and workforce skills education. The collection was developed by CAAL, and is introduced by CAAL president Gail Spangenberg, to help stimulate thinking and action as the field moves into implementing and building on the recently-enacted Workforce Innovation and Opportunity Act (WIOA).

**Ready to Work: Job-Driven Training and American Opportunity.** Biden, Joe (2014). Washington, DC: The White House. This report highlights successful job-driven training strategies, details executive actions that are being taken by the federal government, and new commitments by employers, non-profits, unions and innovators to help spread what's working and to support more Americans in getting and moving up in in-demand jobs and careers.

**Scaling "Stackable Credentials": Implications for Implementation and Policy.** Ganzglass, Evelyn (March 2014). Washington, DC: Center for Postsecondary and Economic Success. For the purpose of her study, the author uses the Department of Labor's definition of "stackable credentials as "part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs." In today's unstable economy, there has been a focus on stackable credits, and their effects on workers' and students' economic viability and mobility. Ganzglass explored reforms in policies and practices to address some of the barriers to attaining educational and occupational credentials. Ganzglass also discusses the strategies being used to create stackable credentials, a principal feature of career pathways, in the states where data was gathered—Kentucky, Oregon, Virginia, and Wisconsin.

**Staying Healthy for Beginners: An English Learner's Guide to Health Care and Healthy Living (Teacher Guide).** Florida Literacy Coalition, Inc. (2014). Washington, DC: Kratos Learning for U.S. Department of Education, Office of Career, Technical and Adult Education. Staying Healthy for Beginners is a curriculum that seeks to enhance students' understanding of health information, while at the same time improving their English language and literacy skills.

**Workplace Literacy Guide.** Pinhero, Robert (2014). Syracuse, NY: New Readers Press. This guide was developed to help organizations explore the possibilities and opportunities associated with starting a workplace literacy program with a local business.

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

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

**Editor:** Peggy Sue Hyman

**Editorial Board:** Harriet Vardiman Smith, Dr. Mary Alfred, Federico Salas-Isnardi, Dr. Deb Hargrove, and Susan Morris

**Art Director:** Jorge Goyco

#### **Organizational Sponsorship**

**The Quarterly** is published by TCALL as an activity of The TRAIN (Texas Research-based Adult Instruction Network) Professional Development Consortium, a state leadership project in adult education funded through Texas Workforce Commission. TCALL is a University Center at Texas A&M University, College of Education and Human Development, in the department of Educational Administration and Human Resource Development.

The contents of **The Quarterly** do not necessarily represent the views or opinions of the Texas Center for the Advancement of Literacy & Learning, Texas A&M University, nor the Texas Workforce Commission.

#### **Subscriptions and Correspondence**

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

#### **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: [tcall.tamu.edu](http://tcall.tamu.edu)

#### **Harriet Vardiman Smith**

TCALL Director and TRAIN PD Managing Director

[hsmith@tamu.edu](mailto:hsmith@tamu.edu)

#### **Dr. Mary Alfred**

TCALL Principal Investigator

[malfred@tamu.edu](mailto:malfred@tamu.edu)