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all write news

## ABE OPPOSES FUNDING CUTS, SURVIVES STATE BUDGET CRISIS

by Steve Reuys

At no time in the past decade has the future of adult basic education in Massachusetts been in greater jeopardy than during the recent state budget crisis. Whether through unwitting error, political miscalculation, or personal State House gamesmanship, the budget for FY02, crafted largely by Senate President Tom Birmingham and House Speaker Tom Finneran and initially passed by the state legislature on November 21, left the adult basic education system in Massachusetts literally fighting for its life. The 44% cut to the ABE line item in the Department of Education budget (they had apparently intended to cut it by 50% but were, it seems, working with incorrect figures), coming almost half way through the fiscal year, would have caused the state's entire ABE system to shut down sometime in January, giving Massachusetts the dubious distinction of being the only state in the country without an adult basic education system.

Faced with the near-total elimination of classes and services, adult basic education students, staff, advocates, and allies mobilized like never before and worked tirelessly to convince state legislators and the governor to restore funding. Thousands of phone calls and letters, along with dozens of visits by classes and groups of students to state representatives and state senators resulted in, according to many legislators, one of the largest advocacy efforts the State House has ever seen and succeeded in convincing our state's elected officials of the importance of the state's system of adult basic education programs.

In December Acting Governor Jane Swift filed a supplemental budget  
*continued on page 3*

CONGRATULATIONS!

## AND...AT THE NATIONAL LEVEL

[The following is excerpted from the website of the National Coalition for Literacy, <[www.natcoalitionliteracy.org](http://www.natcoalitionliteracy.org)>, where the full concept paper can be found (click on "Policy and Legislation," then "Commitment Three," then "Omnibus Literacy Legislation," then "Concept Paper").]

The National Coalition for Literacy (NCL) is spearheading efforts to produce an omnibus literacy bill in the U.S. Congress. Such a bill would call for changes in a number of public laws that impact adult and family literacy in this country, building on recommendations from the National Literacy Summit Action Agenda. The plan is for this bill to be drafted and introduced by supporters on Capitol Hill early this year, based on the concept paper approved by the NCL last month. Once introduced, literacy advocates around the country can use this legislation to educate and engage senators and congresspersons by asking them to become cosponsors of this bill. The bill may not be enacted into law in its entirety. However, it can be used to shape the federal literacy policy agenda in 2002. Efforts to reauthorize the Adult Education and Family Literacy Act as well as the rest of the Workforce Investment Act must begin in 2003, and this bill could help frame the issues for that reauthorization. Through this omnibus literacy bill,

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Please share this newsletter  
with others at your program.  
The deadline for submitting  
material for the next issue is:  
Feb. 15.

# INTEGRATING TECHNOLOGY (AT ANOTHER BPL)

by Erna Golden

*[The following article, originally posted to the NIFL-Technology list, was written by Erna Golden, Education Coordinator for the Adult Literacy Program at the Brooklyn Public Library in New York City. According to David Rosen, it is "one of the best descriptions of what it means to integrate technology that I have seen," so we are reprinting it here, with the author's permission.]*

Two main goals face adults who are learning to read and write: developing the nuts and bolts skills of literacy and balancing that goal with the purpose for learning to read and write, that is to be able to communicate. We believe at the BPL (Brooklyn Public Library) that meaningful communication cannot be put off until a person can decode, encode, etc. We use actual texts, books that are checked out of the library by students just as any patron would do. Students also bring in materials they want to be able to read. Volunteer tutors share meaningful texts from their daily lives as well. We do not rely on any kind of workbook-type materials. And we use a multimedia approach: Macintosh computers, television, radio, tape recorders, VCR's, video projectors, digital cameras, scanners, even the telephone (for learning to take messages or navigate those awful trees you have to deal with when you call almost any company). We also have designed lessons around using the vending machines dispensing NYC's Metrocard (for bus and subway transit) and ATM machines.

How are the technology and media used? In whatever way is relevant for whatever is happening in the group. That could mean watching the movie based on the book the group just read or watching a television program to jumpstart a project. It could mean listening to music and then freewriting. It could mean using books on tape or taping a reading of difficult text so that the tape can be used when reading at home. A group could plan a trip, looking up a certain website, and then locate an online map to use as a guide, buy a Metrocard from the vending machine, create a flyer to announce the planned trip, take pictures/film of the trip, create a book about the trip, and design and create a bulletin board about the trip/project in the learning center. All this would be done using word processing, graphics, scanning or downloading pictures, possibly audio, reference materials from the internet and elsewhere, and so on. Groups have gone to restaurants, plays, concerts, ballets, Ellis Island, museums, galleries, street tours, etc.

From the very first day, students attending our program begin learning to use a productivity software such as Microsoft Word. Eventually they learn how to get onto the Internet and to use email, as well as the names of the hardware and

software tools and functions they are using. Students also learn some extras: playing games, using reference CD's, typing skills programs, graphics programs. Students can use the skills they learn here with their children at home (some already do have computers at home, "for the kids") and for communication with family members living far away (much less money than long distance). Students can then go into any branch library and use the computer to communicate, and they can certainly use it for work and study.

Many people ask us how a person who cannot read can work on a computer. Consider that most people learn to use technology on an as-needed basis, one function at a time. We start with name, date, address, and then a language experience activity (for non-readers or very beginners) or short journal-type entry (the topics are not preset, but come out of whatever conversation we have with the student). Students don't need typing lessons, just a finger or two (hunt and peck). We show them a few important keys—the space bar, enter/return, etc. And we say to leave all of the mistakes to practice with. The next session we begin editing—highlighting, arrow keys, delete, and eventually moving onto copy/cut/paste after several, possibly many sessions. Students learn to save and print immediately. There's a lot of repetition built into using a computer and so the skills actually stick very well. We rarely have students who do not find a keyboard as easy or easier to use than a pen or pencil. And the ability to edit, change fonts and add graphics or color is very engaging for students (more so than penmanship exercises could ever be). It's very exciting as well as being an accomplishment and a useful, relevant tool that even those who can already read are still learning! And getting past that first page of writing is easier when you don't have to turn the page.

Students can use all or one of these skills/functions in one project. All they need is imagination and/or a goal and some help from staff and tutors in getting going. Our students have families, jobs and community ties. And New York City is a huge resource we access as well: museums, theaters, outdoor shows, galleries, concert halls, historical sites of every kind—all with websites to visit before using the MTA online map to figure out what route to take to the place.

In terms of what to buy, I would choose computers bundled with productivity software and internet access, with a few games thrown in—either MACs or PCs—the same as anyone would choose for office or home. Add a television and a radio/tape/CD player if budget permits. And assist students in understanding the connections between all of this—that all of these are communications media!

How has this changed how we teach? Before we started using technology like this we did the workbook thing. Now we see students gaining a matrix of skills that goes beyond learning spelling and grammar. It's more real, more connected, more meaningful, right now for students needing immediate as well as long-term growth.

## ABE Budget Crisis

*continued from page 1*

request that called for restoration of almost all ABE funding for this fiscal year. Later that month, acting in informal session, the legislature restored \$12.5 million of the \$13 million they had cut. Our success in getting most of the funding restored represents a tremendous victory for the ABE field in Massachusetts. The state's ABE system survived and programs will be able to continue on through the remainder of this fiscal year with their work in literacy, basic education, ESOL, GED, and EDP/ADP. And this much we can certainly celebrate.

Unfortunately, however, the struggle seems far from over. The state's budgetary situation is likely to get worse before it gets better, as the effects of the economic recession and the voter-approved (and governor-defended) tax cut are felt even more heavily, and legislative leaders are predicting that quite sizeable additional cuts in the state budget will need to be made in the budget for FY03, unless the economic situation improves and/or the tax cut is deferred or reduced. Given the state's recent history, no one can predict when a budget for FY03 might actually be passed, but the Acting Governor is required to file her budget proposal this month and the House and Senate each usually begin thinking about their own budget plans shortly thereafter. Will the state's adult basic education system wind up on the chopping block again? We can hope that the most recent advocacy efforts have made a strong and lasting impression upon state legislators, but it is also unfortunately true that the field cannot afford to rest for long, but must continue this educational and advocacy work for the foreseeable future.

All of us will be sorely tempted to just get back to our "regular work." And of course to some extent we must. But one way out of this bind is to begin to see this sort of civics education as, in fact, part of our regular work. Teachers can make it a part of their curriculum in all their classes, so that helping students learn about how laws and budgets get made, visiting the State House and talking with legislators and their aides, encouraging students to write and speak about the importance of adult basic education in their lives—so that all this becomes a normal and on-going part of students' education. Program administrators can see this sort of public education and advocacy as an integral part of

their job description, along with applying for grants and supporting staff and all the other things that they normally do to keep their programs running. They need to work with their students, with their allies in the community, and with local media to increase public understanding of the importance of adult basic education to their students, to their children and families, and to the political and economic well-being of the community. They need to make sure that all of their local state representatives and senators have the opportunity to visit the program and to see for themselves the value of adult basic education, its impact upon the lives of students, and how crucial it is for Massachusetts to continue, and in fact increase, its support for ABE.

This recent crisis has exposed our vulnerability. We must use it as motivation for an on-going campaign to convince our legislators and the public that education should be a right of all, regardless of age, and that neither the state's adult basic education system nor its students are expendable.

\* \* \* \* \*

*Steve Reuys is Staff Development Coordinator at the A.L.R.I.*

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All signed articles represent the opinions of the individual authors and not necessarily those of the A.L.R.I. or its staff, nor does material included here necessarily reflect the views or policies of the Massachusetts Department of Education or the federal government.

Please send all material for the newsletter to the editor, Steve Reuys, at the A.L.R.I. (E-mail address: [steve@alri.org](mailto:steve@alri.org); regular mail address: see last page of this issue. If sending by regular mail, please include, if possible, a computer disk (Mac or PC) with material saved as a "text only" document.) For more information or for permission to reprint articles, please call Steve at 617-782-8956 x14. Complete issues of this newsletter published since March, 1998, can be found in PDF format in the "Publications" section of our web page at: <http://www.alri.org>. Individual articles published since May, 1996, can also be found there in HTML format.

## ADULT LEARNERS ORGANIZE

by Steve Reuys

Despite the usual exile of adult basic education to the margins of educational thought, activity, and funding in this country (or maybe because of it), many people with little involvement in the field often feel perfectly comfortable weighing in with opinions on what adult basic education ought to be doing and how it should be doing it. One group, however, that certainly deserves a voice frequently gets omitted from this discussion—adult learners themselves. In Massachusetts a group of current and former adult basic education students has come together to form the Massachusetts Alliance for Adult Literacy, or MassAAL, to try to change that situation. With funding from the Massachusetts Department of Education/Adult and Community Learning Services and an office at the Adult Literacy Resource Institute/SABES Greater Boston Regional Support Center, MassAAL is moving forward with its agenda of advancing the cause of adult literacy in this state.

The main goals of MassAAL are: 1) to build student leadership in general by assisting adult learners to become active and effective members of their communities; 2) to promote student leadership within their own adult basic education programs, primarily through the creation and strengthening of student advisory councils; and 3) to involve adult learners in the advocacy process of educating policy makers and affecting public policy regarding issues of adult literacy and adult basic education.

Last year MassAAL established a Board to oversee the work of the organization. The Board currently consists of nine student members: Janine Bain and Dorothy O'Neal from Boston, Vanda Ivaneko and Christine Smith from the Northeast, Cemir Angulo and Carmen Lebron from the Southeast, and Donna Swain from the West, along with two practitioner representatives: Anne Serino and David Rosen. (The Board is still seeking student representation from the Central region.) The part-time Director of MassAAL is Ernest Best.

To help move their goals forward, MassAAL is planning this year to hold regional meetings in each of the five SABES regions, as well as a statewide adult learner conference. The purpose of these meetings will be for adult learners to meet each other, to voice their concerns about issues particular to their programs and their regions, and to learn about the process of advocacy.

MassAAL is particularly eager to work closely with teachers and other practitioners at programs, and there seems to be fertile ground for promoting this collaboration. At a recent meeting of ABE Program Directors, a focus group placed "student leadership" as priority #2 on a list of issues important to programs. And in a survey of students recently conducted by MassAAL, improving the salaries, benefits, and working conditions for teachers was voted the #1 priority for students, reflecting their belief that ABE

teachers do important work and should be treated accordingly by society. MassAAL would like to ask teachers and other programs staff for their help with getting the word out about the organization and to help with getting student councils started. They've put together some resource material on this and would be glad to come out to programs to talk about student councils. You can contact Ernest Best at 617-782-8956 x13 if you're interested in this or if you have any other questions about MassAAL.

\* \* \* \* \*

*Thanks to Cemir Angulo, Carmen Lebron, Dorothy O'Neal, and Ernest Best for contributing their thoughts to this article.*

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## FOR YOUR INFORMATION

### More on 9/11 Teaching Resources

The Literacy Assistance Center in New York City and the Commission on Adult Basic Education (COABE) are collaborating on a project to collect teachable moments from adult literacy classrooms and programs across the country relating to the September 11 attacks and their aftermath. They invite you to visit the LAC website (<http://www.lacnyc.org>) for an extensive resource list of materials relating to the attacks, including alternative media resources, teaching materials, and social service providers. When you visit the site, you can also join their discussion board where practitioners have been sharing their classroom experiences since shortly after the event. Results collected before March 1, 2002, will be published in hard copy and electronically for distribution to participating programs. You can also send your experiences/comments/lessons directly to the LAC at <[mlukes@lacnyc.org](mailto:mlukes@lacnyc.org)>.

### ABE Programs on WGBH

WGBH continues to broadcast *GED Connection*, *Math Basics*, *TV411*, and *Workplace Essential Skills* on weekends on Channel 44. The Massachusetts Department of Education has licensed *Workplace Essential Skills* and *TV411* for use in the state, allowing non-profit organizations to tape and use the programs for educational purposes during the life of the license, which runs through August 2003. WGBH has obtained a similar license through May 2002 for *Math Basics*. To use *GED Connection* in the classroom, contact Kentucky Educational Television for licensing information (1-800-354-9067 or <[www.ket.org/ged](http://www.ket.org/ged)>).

### Dress for Success

Dress for Success is a non-profit organization that helps low-income women make the transition into the workforce by providing free business suits to women seeking jobs. In the Boston area you can contact them by phone at 617-323-7544 or by e-mail at <[bostondressforsuccess@hotmail.com](mailto:bostondressforsuccess@hotmail.com)>. For more information, visit their website at <[www.dressforsuccess.org](http://www.dressforsuccess.org)>.

## At the National Level

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we can also advocate for the improvement of provisions in other relevant laws during the next two years.

The National Literacy Summit 2000 Action Agenda for the adult education, language and literacy system called on all to work toward the following goal: "By 2010, a system of high quality adult literacy, language and lifelong learning services will help adults in every community make measurable gains toward achieving their goals as family members, workers, citizens, and lifelong learners." The agenda for reaching this goal and creating a strong adult education, language, and literacy system has been built around three key priorities: 1) A system of QUALITY services for adult students; 2) Ease of ACCESS to these services; and 3) Sufficient RESOURCES to support quality and access.

Several significant issues cut across the priorities. The first issue is student involvement. As the field's primary stakeholders and customers, students must participate meaningfully in every aspect of the system that exists to serve them. The second issue is communications. Whatever the priority, the field needs greater visibility and recognition as a critical human resource. The third issue is partnerships. All the work to be done requires collaboration within the adult education, language and literacy system and between the system and its partners. Finally, technology has increased the need for greater literacy while also serving as an essential set of tools for achieving it.

Certain programs and populations are also of major importance. Family and workplace literacy programs address two of the primary motivations for adults to seek services, as well as two of our greatest societal needs: stronger families and a more highly skilled workforce. Attention to two issues—provision of English instruction to speakers of other languages and learning disabilities—is essential. English language students account for over 38 percent of adult students today according to the U.S. Department of Education, and estimates of students who have learning disabilities run almost as high, according to the National Center for Learning Disabilities. Finally, the major complicating factors of poverty and racism require particular attention, sensitivity, and appropriate action when dealing with adult students and their families.

### Priority I: Resources

Increasing and maximizing resources for adult education and family literacy programs is critically important if we are to ever truly address issues of low literacy in this country. While the total public and private investment in literacy has risen over the past 30 years, amounts are meager in relation to the need for services. Adult education and family literacy services are a low priority for most policymakers at every level of government.

Federal and state funding dedicated to adult education and family literacy services is the major source of funds for

the basic skills education infrastructure in this country....The most current federal funding level for adult education state grants (FY2001) shows the investment to be \$540 million, with \$70 million of that amount set aside specifically for English literacy and civics education. Federal funding, however, provides only a portion of the overall funding for adult education and family literacy efforts. Most local programs, therefore, must rely on funding from states, private foundations, and individual donations.

Federal fiscal support for adult education in the United States contrasts sharply with that of the United Kingdom, although the two countries perform almost identically on international reading assessments. Recognizing the importance of literacy for its economy, its families, and its social and political structure, the United Kingdom is increasing its support annually to a goal of over 400 million pounds by 2003 (approximately \$644 million) to serve a total population-in-need of approximately seven million people. For the U.S. to mount an effort proportional to that of the U.K. it would have to appropriate \$3.2 billion annually instead of the \$540 million that it currently makes available.

### Priority II: Access

Increasing access to adult education and family literacy programs involves responding to a range of student and program needs. For some potential learners it may mean gaining access to information about available programs and what each offers. It may mean being able to enroll in a program that is offered at unconventional hours of the day to accommodate learners who are not available during traditional classroom hours. For others for whom attendance at traditional classroom or tutoring sessions may be impossible, access may mean taking advantage of learning via mail (including e-mail), phone tutoring, televised lessons through broadcast, cable, satellite, tape, DVD, and interactive TV or computer-assisted and web-based instruction.

For some potential learners access to support services is essential to their being able to enroll and persist in instruction. These services may range from career planning to child-care to family violence counseling to housing assistance. Some of these services may be provided from resources available to adult education and family literacy programs; others only through cooperative arrangements with community agencies.

The pursuit of more stringent elementary and secondary school standards nationwide is having an effect on adult education and family literacy programs. Many secondary school students who appear unable to meet the new standards are being "transferred" to adult education and family literacy programs. In this way school districts may avoid having to classify these students as dropouts and, at the same time, give them a genuine opportunity to complete a secondary education. Access to the most appropriate programs for these students would be greatly enhanced if secondary school-based guidance counselors had the information to

*continued on next page*

## At the National Level

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make appropriate referrals, and if comparable per session funding were to follow the student to the adult education and family literacy program to ensure that these children as well are not “left behind.”

To implement the intent of Title II of the Workforce Investment Act (WIA), priority must be given to individuals in the community who are most in need of literacy services. However, the WIA’s emphasis on performance measurement and incentives inadvertently promotes “creaming,” serving those who can meet their education goals quickly and move on. An incentive is needed to maintain the program’s focus on the lowest level learner.

The greatest growth in adult education and family literacy programs over the past decade is in the enrollment of students with limited proficiency in English. Indeed they now comprise almost 40% of all program enrollments. True access for this population requires personnel who are familiar with the language and customs of the various language groups and of the organizations that specialize in serving them.

Incarcerated populations, including older “neglected and delinquent” youth, need access not only to programs offered within the institutions in which they reside but also to opportunities to continue their education after release. Finally, learning disabled adults may need assistive technology and accommodations, as laid out in the Administration’s New Freedom initiative, to learn about and to choose appropriate programs and to participate productively in those programs.

### Priority III: Quality

To mount the kind of national campaign that will be required to provide all adults with the education needed for work, family and community, our nation must make significant investments in the quality of its programs as it expands educational opportunity. This investment in quality must pursue continuous improvement in planning, curriculum design, staff preparation and development, assessment and evaluation, student involvement, and a system of research and development that accurately reflects the changing needs of the adult education field and is quickly translatable into improved practice. Special attention must be given to the role of technology in this effort and the training needed to enable technology to reach its full potential.

An example of what needs to happen can be seen in the literacy initiative of the United Kingdom. Out of the approximately 400 million pounds to be made available, the U.K. intends to devote considerable sums to developing curriculum and curriculum standards, effective mechanisms to identify and assess need, teaching materials, professional development of staff, and research. Special attention is to be given to the role of technology. All of this is to be done to ensure that quality services are available to learners and that

the U.K.’s considerable investment in adult literacy reaches its goals.

The goals of any quality adult education program must reflect the needs and aspirations of its clientele as well as the needs and challenges posed by our rapidly changing society. The program must be able to assess each learner’s status with respect to those needs and aspirations and deliver a relevant, responsive learning experience of sufficient intensity and duration to produce significant gains that are recognizable by the learner and the National Reporting System. Each state’s planning process must have policy and systems in place to help diverse learners in a variety of contexts (e.g., work, family, community) clearly specify their goals, delineate their needs, and develop a learning plan (recognizing that special populations may have special needs) that will identify and align services to meet these needs and attain these goals. The process must involve programs authorized by legislation other than the Adult Education and Family Literacy Act whose services are essential to the support of adult learners. Adult students must be a part of this planning process. Customer satisfaction must be assessed and improved. Professional development and resource services must be available to all providers regardless of their funding source.

Learners must be engaged in an ongoing goal setting/ updating process that gives both the learner and provider a clear vision of each learner’s expected outcomes. Curriculum should reflect the real-life needs of learners in work, family, and community contexts. Assessment tools must be based upon the curriculum and quickly and accurately indicate initial needs and subsequent learning gains. Standardized tests are not always the most appropriate assessment instruments, especially not for the lowest level learners. Federal and state adult education agencies must develop and utilize reliable instruments that assess learning gains in a real-life context. Programs must employ evaluation designs that reveal how well various program components contribute to learners meeting their goals. Programs should provide students with credentials that clearly indicate learner accomplishment and eligibility for further education, training or employment.

States have encountered a great need for staff development as a result of the enactment of the Adult Education and Family Literacy Act. The Act introduced an entirely new reporting system, an expectation of continuous improvement in the results to be reported, and the opportunity for incentive grants to states that exceeded outcome levels negotiated with the federal government. To ensure quality in staff development activity states have instituted (or are investigating) licensing or certification of instructional staff and/or accreditation of local programs.

All of the above has led to a re-evaluation of the rather limited research and development capacity of the nation’s adult education and literacy system. There is a great need for additional research into assessment, evaluation, curriculum and standards, use of technology, and planning processes.

## PROGRAMS FACE DIFFICULTIES IN HIRING ESOL TEACHERS

by Steve Reuys

On October 31, at the invitation of the A.L.R.I.'s Director, David Rosen, representatives from a number of ESOL programs in the Boston area met here to discuss the difficulties many programs are experiencing in trying to hire new ESOL teachers. No one expected to come up with immediate solutions to this problem, but we did hope, by coming together to discuss the situation, that programs might learn from one another's experiences and that we might explore some of the short-range and long-range steps that could possibly be taken to address this need.

The first question we considered was why programs were encountering this difficulty in hiring ESOL staff. The reasons that were mentioned apply equally well to the hiring of other teachers in the adult basic education system, but it's recognized that need is especially acute with regard to ESOL teachers right now. Reasons included: the (until recently) high employment economy; the continuing unattractiveness of positions at ABE programs (lack of full-time jobs, low salaries, limited benefits, inconvenient hours, etc.); competition from the public schools which are themselves facing a teacher shortage; the unavailability of affordable housing in the Boston area; and repercussions from the new reporting requirements imposed upon the field.

What strategies do programs currently use when trying to hire ESOL teachers? Programs regularly place ads and announcements in some or all of the following: the A.L.R.I. and MATSOL Job Banks; the *Boston Globe* and local community newspapers; some of the smaller, often non-English-language radio stations; on-line job sites (some of which are listed on the A.L.R.I.'s E-Square site, such as <bostonjobs.com>); and college job listings (such as Simmons, the Harvard Reading Lab, and the Lesley International Relations program). They also, of course, use word-of-mouth and ask other teachers if they know of possible candidates.

What other possible recruiting strategies might programs try? A number of specific groups that could be targeted were suggested: returning Peace Corps volunteers, retired public school teachers, "disappointed" K-12 teachers (who

may not be pleased with their current jobs, but might be interested in teaching adults rather than children), immigrants who were teachers in their home countries, ESOL graduate students, undergraduate college students who may get credits for doing community service work, and community members and students who might be interested in serving as interns and training to become ESOL teachers (as has been promoted by the "From the Community to the Community" program at UMass Boston).

What can programs look for when considering candidates who lack prior teaching experience? Programs might be impressed by various sorts of related community experience. Also, some programs ask candidates to teach a sample class, either with real students or with an audience of other staff, to get some sense of how non-teachers would approach the job.

What can the A.L.R.I. do to help? Various possibilities were mentioned. We could: help with outreach to some of the potential target groups, such as Peace Corps returnees and public school retirees. We could revive the "Is This a Career For Me?" sessions that we used to hold for people who were thinking of entering the field. We could provide more staff development activities for beginning ESOL teachers, which programs might require new hires to attend as a condition of employment. (However, making an ESOL Basics course, for

example, available often enough for this to be feasible would be difficult.) We could conduct train-the-trainer courses for program coordinators and mentor teachers, so they could then provide their own training for beginning teachers on an as-needed basis. (This would, of course, require large amounts of time on the part of already busy program staff.) We could help develop programs that provide mentoring and training for students and others from the community who may be interested in becoming adult ESOL teachers, much as UMass has done (though this almost certainly would require sources of significant funding).

So, as we assumed, no immediate solutions, but programs did pick up some specific suggestions from their colleagues and some long-range ideas were proposed. The A.L.R.I. does plan to keep looking at and working on this issue in the future and we welcome any further comments from programs along the way.

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Steve Reuys is Staff Development Coordinator at the A.L.R.I.



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# FROM THE A.L.R.I. LIBRARY... RESOURCES ON CREATIVE AND CRITICAL WRITING

I live a writer's life, surrounded by books, ideas, and yes, dreams. What I am doing right now is trying to describe my footsteps. How did I get here? What did I discover as well as lose along the way.

— E. Ethelbert Miller, *Fathering Words*.

Here are some resources on Creative and Critical Writing that can be found in the A.L.R.I. Library:

Baines, Lawrence and Anthony J. Kunkel. *Going Bohemian: Activities That Engage Adolescents in the Art of Writing Well*. International Reading Association. 2000.

Burns, Marilyn. *Writing in Math Class: A Resource for Grades 2-8*. Math Solutions Publications.

Carter, John A. and Dorothy E. Carter. *The Write Equation: Writing in the Mathematics Classroom*. Dale Seymour Publications. (QA .C35 1994)

Chancer, Joni and Gina Rester-Zodrow. *Moon Journals: Writing, Art, and Inquiry Through Focused Nature Study*. Heinemann 1997.

Doane, Sharon. *New Beginnings: A Creative Writing Guide for Women Who Have Left Abusive Partners*. Seal 1996.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books. 1994.

Miller, E. Ethelbert. *Fathering Words: The Making of an African American Writer*. St. Martin's Press. 2000.

Thomas, Lorenzo ed. *Sing the Sun Up: Creative Writing Ideas from African American Literature*. Teachers & Writers Collaborative. 1998.

Schwartz, Deborah and Lenore Balliro. "Creative Writing in the Adult Education Classroom." Workshop handouts with classroom activities, readings and bibliographies from April 1997 workshops. (SABES File Cabinet)

—Sandra Darling, A.L.R.I. Librarian

## Adult Literacy Resource Institute

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