CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

Authors
Diana A. Meyer
Rich Petersen
Trevor Britt
Sabina Cardenas
Jennifer Covert
David Fromm
Ian Kennedy
Vikram Khanna
Patricia Magnuson
Alexandra Nassau-Brownstone
Janet E. Raffel

Edited by Catherine Hyde and Sherri Alms

NeighborWorks® AMERICA   **Enterprise™**   **Freddie Mac FOUNDATION®**

ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE SERVICES

Approximately 23 percent of the adult population in the United States has not earned a high school diploma or its equivalent. Completion of high school and post-secondary education dramatically increases lifetime earnings.

INTRODUCTION TO ADULT EDUCATION
AND ENGLISH AS A SECOND LANGUAGE SERVICES

Going back to school—whether for a GED, college or to learn English as a second language (ESL)—requires a serious commitment. For most people, however, the short-term sacrifices needed to increase their education level will be repaid handsomely with the long-term benefits of better jobs, better pay and a higher quality of life. According to a study by Brown University and the National Bureau of Economic Research, after a few years, individuals who attained a GED earned between 10 and 20 percent more than those who opted against gaining their high school equivalency. In order for people to reap these rewards, however, they must take part in a successful adult education program. Major factors in successful adult education initiatives include a solid program structure and qualified teachers.

Resident services coordinators can play a vital role in helping residents locate and enroll in appropriate quality adult education and ESL programs. In order to do so, they must first understand their residents' educational goals and the attributes of quality adult education programs.

This section of this manual provides several resources on adult education and ESL training aimed at helping resident services coordinators communicate the benefits of adult education and ESL courses to their residents, locate area programs and evaluate these programs based on their residents' goals.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Adult Education and English as a Second Language (ESL) Courses:** This document provides several facts about adult education and ESL course participants and programs. Moreover, it has a list of additional resources residents or service managers can access to increase their understanding and evaluation of such programs.

2. **The Benefits of Attending a Community College:** Designed for resident services coordinators, this resource is an overview of the purposes and benefits of community colleges.

3. **What is the GED and Why is it Helpful?:** Both residents and resident service coordinators will find this document, which describes the process of attaining a GED certificate, useful and informative. In addition to information about the GED, it provides links to outside resources for preparing to take the GED test.

4. **The Financial Benefits of Attending College:** This document describes in detail the salary increases that can be obtained through increased education levels.

5. **The Long- and Short-Term Benefits of Education:** This document includes a series of tables that outline the typical earnings for several occupations, as well as earning differences based on occupation type and education level.

6. **Resources for English as a Second Language (ESL) Programs:** This document contains information on more than 50 ESL resources available online or through direct ordering. It covers such topics as curriculum, instruction, recruitment and assessment.

FACTS ON ADULT EDUCATION AND
ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

Connecting your residents to adult education and English as a Second Language (ESL) courses can help them to build the knowledge and skills they need to move up and out of poverty. This document contains background information on and a list of resources to help you learn more about these courses and the learners who take them.

DEFINITIONS

In order to understand the contents of this section you should be familiar with the following terms:

- Adult population: Anyone age 16 or older

- Adult education target population: Individuals age 16 or older who have not attained a high school diploma or equivalent and are not currently enrolled in school

- Adult ESL programs: Courses (or programs) in the United States that serve adults whose first language is not English

- ESL literacy courses: Instruction specifically for English-language learners who are not fully literate in their native languages; includes those who have limited or no reading and writing skills in their native languages but may have acquired some conversational skills in English

DATA ON THE ADULT EDUCATION TARGET POPULATION

In order to serve your residents' adult education goals, it is important to understand the data on the adult education target population. The following information is from a report entitled "Profiles of the Adult Education Target Population, Information from the 2000 Census," which was prepared for the Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, by Beth Lasater and Barbara Elliot, Center for Research and Education, RTI International, Research Triangle Park, N.C.

- More than 51 million adults, or approximately 23 percent of the adult population, in the United States possess limited literacy capability, which means that they have not completed a high school diploma or its equivalent.

- Of the target population, 31 percent have completed eight or fewer years of education and 9 percent have completed four or fewer years of schooling.

- English is a second language for 30 percent of the target population.

- Twenty-five percent of the target population lives in households at or below the poverty level.

- About 40 percent of the target population are White; 26 percent are of Hispanic or Latino origin; 15 percent are African American; 3 percent are Asian; 3 percent are members of two or more racial groups; 1 percent are American Indian and Alaskan Native; less than 1 percent are Native Hawaiian and other Pacific Islander and 11 percent are some other race.

- Thirty-seven percent of the target population are employed, and about 5 percent are unemployed. The majority of the target population, 58 percent, is not in the labor force.

PROFILE OF ADULT ENGLISH-LANGUAGE LEARNERS

The following information, which was taken from a national study of federally funded ESL programs (National Center for ESL Literacy Education, 1999), provides specific data on adult English language learners:

- Age: In any one ESL class, students' ages may range from 16 to 95; 61 percent of the students studied were under 31 years of age.

- Educational background: At least half of the target population studied had a high school education, whereas 32 percent had fewer than nine years of education. Of that 32 percent, 9 percent had fewer than five years of schooling.

- Literacy: In the United States, 64 percent of the foreign-born population speaking English as a second language scored at level one (out of five levels) on the prose scale of the National Adult Literacy Survey (NALS).

USEFUL RESEARCH FINDINGS ON ADULT LEARNING

The following information will help you to better understand how adults learn:

- The quickest group to learn a second language is adolescents, followed by adults and then children. Perhaps this is because adult learners have more opportunities than children do to negotiate meaning in the additional language or perhaps it is because adults have better developed cognitive abilities. Children, on the other hand, normally acquire native-like pronunciation skills, whereas adults generally do not.

- Adults learn best when learning is contextualized, emphasizing communication of meaning and use of English in real situations.

- It is generally accepted that it takes from five to seven years for someone to move from not knowing any English to being able to accomplish most communication tasks, including academic tasks.

- The Mainstream English Language Project (MELT) conducted by the Office of Refugee Resettlement of the U.S. Department of Health and Human Services in the 1980s, identified 10 Student Performance Levels (SPLs) on a scale of "no proficiency" to "fluency equal to that of a native English speaker." Field testing for MELT at various programs

in the United States indicated that a range of 120 to 235 hours of study may be needed for an individual learner to move up one SPL.

FACTORS THAT AFFECT AN ADULT'S ABILITY TO LEARN ENGLISH

Adult English-language learners, like all learners, progress at different paces based on their backgrounds. Here are some of the factors that affect the rate at which an adult will learn English while living in the United States:

- Language background: Learners whose language does not use the Roman alphabet tend to learn English more slowly.

- Level of prior education: Learners with a higher level of education commonly progress more quickly than those with less education.

- Degree of literacy in native language: Adults who have limited or no literacy skills in their native language face additional learning challenges.

- Cultural background: A learner's cultural background can affect his or her receptiveness to learning English. For example, adults from some cultures may not be accustomed to being taught by a member of the opposite sex, which could make them uncomfortable with their learning.

ISSUES THAT INTERFERE WITH THE LEARNING PROCESS

Adult learners are at a particular disadvantage because of the responsibilities that come from being adults. Here are some of the issues that can interfere with an adult student's learning process:

- Work demands, including long hours, split shifts and changing schedules

- Family responsibilities, including child and elder care

- The learner's overall health and well-being

- Access to an adult-education ESL program, including availability of transportation

Additional Resources

For more information on adult education or ESL programs, contact the following organizations:

ADULT EDUCATION

U.S. Department of Education Office of Vocational and Adult Education

http://www.ed.gov/about/offices/list/ovae/index.html?exp=0
This website has information, research and resources to help prepare young people and adults for post-secondary education, successful careers and productive lives.

National Center for Family Literacy (NCFL)

http://www.famlit.org/

NCFL's mission is to create educational and economic opportunities for the most at-risk children and parents. NCFL's services include professional development for adult education practitioners, model program development and policy and advocacy support to sustain and expand literacy services for families.

American Council on Education (ACE)

http://www.acenet.edu/AM/Template.cfm?Section=CLLL

ACE is the major coordinating body for U.S. higher education institutions and seeks to provide leadership and a unifying voice on key issues effecting education. The organization's Center for Lifelong Learning provides useful information on increasing adult access to post-secondary education.

Youthbuild GED Preparation

http://www.youthbuild.org

This website offers numerous links to a wide array of GED resources, and is beneficial for young adults interested in pursuing their GED. Also, it provides links to free or inexpensive training for the GED examination.

Vocational Information Center

http://www.khake.com/page52.html

The Vocational Information Center provides an extensive, state-by-state listing of vocational and technical training programs across America.

ENGLISH AS A SECOND LANGUAGE

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

http://tesol.org

This website for ESL teachers provides news, information, publications and other resources.

Center for Adult English Language Acquisition (CAELA)

http://www.cal.org/CAELA/

CAELA assists states as they respond to the growing need for ESL education and has replaced the National Center for ESL Literacy Education.

THE BENEFITS OF ATTENDING A COMMUNITY COLLEGE

College graduates have access to better jobs and typically earn nearly twice as much as those without a college degree. Your residents do not always need to attend a four-year university, however, to reap the benefits associated with a college degree. Community colleges can help people to both further their education and increase their marketable skills. They provide a convenient and cost-efficient option for your residents, offering job training opportunities and enabling those with a GED to acquire post-secondary credits before moving on to a four-year university. Older workers can take courses to upgrade their skills in order to re-enter or advance in the workforce.

CAREER TRAINING

Through their role under the Workforce Investment Act, community colleges offer courses specific to career paths or for upgrading workforce skills. Students at community colleges can earn a two-year associate degree in arts or science (A.A. or A.S.), a degree in a specialized field such as construction technology, computer repair or electronics or a degree in applied science (A.A.S.). Many community colleges also offer six- to 12-month certificate programs that prepare students for immediate entry-level jobs in such fields as computer-assisted drafting, food service technology and paralegal studies.

POST-SECONDARY CREDITS

Attending a community college can also be a cost-effective means for acquiring post-secondary credits. Most community college students receive financial aid that is primarily based on financial need. In addition, community colleges offer benefits to students that surpass those of state or private colleges and universities. Comparatively, community colleges are open to everyone; cost less (offering lower tuition and the opportunity to live at home); tend to have smaller classes; and offer classes and tutoring to strengthen students' basic skills. Many students take two years of courses at a community college and then transfer to a four-year college to complete the requirements for a bachelor's degree.

HOW RESIDENT SERVICES MANAGERS CAN HELP

Your residents may not be aware of all of the benefits of attending a community college. Therefore, it is important for resident services coordinators to provide one-on-one counseling and advice to all young adult and adult residents concerning their educational and training options. A resident services coordinator can also link groups of residents to their local community college by inviting guest speakers from the college and organizing group field trips to the campus.

The College Board's website (http://www.collegeboard.com) is a useful resource for researching educational opportunities both in and outside of your area. The site contains articles and other resources related to planning for college, select-

ing and applying to colleges, taking the entrance exams required by most colleges and paying for college. For example, in the "Find a College" section, students can use a college search link to identify colleges based on selected criteria (such as location) and access profiles of college majors and careers they might want to consider.

WHAT IS THE GED AND WHY IS IT HELPFUL?

Having a high school diploma or a GED (General Educational Development) certificate can significantly increase your chances of finding a job or getting a better paying job. In order to obtain a GED certificate, you must complete a battery of five tests that measure communication, information processing, problem-solving and critical thinking skills. Four of the tests are multiple choice and cover mathematics, social studies, science and interpretation of literature; the fifth test requires writing an essay. In total, it takes just under eight hours to complete the five tests.

The GED tests are produced and administered by the American Council of Education (ACE). Although ACE's Commission on Educational Credit and Credentials sets minimum passing scores for the GED, each state education agency can set higher passing standards for its state.

The greatest benefit of obtaining a GED certificate is that it opens doors for postsecondary education and training. Technical programs, non-degree training programs, two-year associate degree programs and on-the-job training programs are among the options open to GED certificate holders.

Most U.S. colleges and universities accept a GED certificate in place of a high school diploma. In addition, acquiring a GED certificate can provide a student with access to financial aid through Pell Grants and Guaranteed Student Loans, enabling those without a high school diploma to pursue a postsecondary education.

GED CERTIFICATE RESOURCES

The following websites provide more information on the GED certificate:

The ESL/GED Tech Center
http://elmo.shore.ctc.edu/callab/GED/GED.htm
This interactive resource on the website for Shoreline Community College in Chicago provides free, online GED instruction in math, reading and writing. It was developed by Ruthann Duffy and Stephen Washburn, and it offers sections on math, reading, writing and test taking, as well as a variety of links to other online, interactive learning tools.

Test Prep Review
http://www.testprepreview.com/ged_practice.htm
Free online GED practice tests and answers are available for students preparing for the GED tests. After users take the self-assessment quizzes, the site links them to flashcards and other online resources designed to help them to improve their scores.

THE FINANCIAL BENEFITS OF ATTENDING COLLEGE

Does college really pay off? Yes. Even people who work in jobs that do not require a college degree usually make more money than their coworkers without college degrees. As the American workforce becomes more specialized and lower-skill jobs are being farmed out to workers in other countries, a college degree is more important than ever before to your success.

MORE EDUCATION MEANS MORE MONEY

Although jobs with good pay are available to workers with lower levels of education, the general rule is that more education means a better job. Higher education opens the door to jobs that are unavailable to people who don't have a college degree. And, as mentioned before, the more education you have, the more money you tend to make.

For example, a person interested in electronics who does not have a high school diploma or GED certificate may be able to become an electrician with a median salary of under $32,000. On the other hand, someone with a higher level of education could become an electrical and electronics engineer. With a two-year degree, that engineer could earn $57,000 a year; which would increase to $66,000 for a four-year degree, $76,000 for a master's degree and $112,000 for a doctoral degree.

Similarly, computer support specialists without high school diplomas or GED certificates earn just over $31,000 per year. However, workers with high school diplomas, GED certificates or a two-year degree earn salaries in the low- to mid-$50,000 range. Computer support specialists with four-year degrees earn $74,000, while those with master's degrees earn $92,000.

Non-technical workers also benefit from more education. Construction managers without high school diplomas earn $33,600. Those with high school diplomas or GED certificates earn $47,000; those with four-year degrees earn $62,000. Industrial production managers without high school diplomas earn $36,400 per year, while those with high school diplomas or GED certificates earn almost $47,500 per year. Industrial production managers with four-year degrees earn $72,000 per year, while those with advanced degrees can earn more than $78,000 per year.

Some jobs are limited almost exclusively to those with an education beyond high school. Computer software engineers with two-year degrees earn almost $50,000 per year, while those with four-year degrees earn $64,000 per year and those with master's degrees earn almost $75,000 per year. Financial managers generally have a minimum of a four-year degree. Financial managers with four-year degrees earn $60,000 per year while those with master's degrees earn an average of $78,000 per year.

The variances can be easily viewed in this chart:

Job Category	Without High School or GED	With High School or GED	With 2-year Degree	With 4-year Degree	With Master's Degree
Electronics	$32,000		$57,000	$66,000	$76,000
Computer	$31,000	$52,000	$55,000	$74,000	$92,000
Construction Manager	$33,600	$47,000		$62,000	
Production Manager	$36,400	$47,500		$72,000	$78,000
Software Engineer			$50,000	$64,000	$75,000
Financial Manager				$60,000	$78,000

Other occupations, such as pharmacists and many types of engineers, are only open to those with college degrees and beyond. And, of course, occupations such as physician and lawyer are generally only open to those with the very highest levels of education and are, as a result, among the highest-paying jobs.

A lot of jobs, including those you might not expect, such as secretarial positions, are being filled by people who have college degrees. Look at these trends:

SECRETARIAL POSITIONS

In 1962, an administrative assistant, then called a secretary, had an average of 12.4 years of education. By 2003, however, secretaries had an average of 13.2 years of education. In addition, the proportion of administrative assistants with at least bachelor's degrees increased from 9.3 percent in 1992 to 14.9 percent in 2003. This increase is probably due to advancements in computer technology, which have increased the job requirements for secretarial and administrative assistant positions.

CIVIL ENGINEERS

In 1964, a civil engineer had an average of 14.8 years of education. This had increased to 16.2 years by 2003. Over the same period of time, the proportion of civil engineers with at least bachelor's degrees increased by 3.3 percent.

DENTISTS

Dentists had an average of 17.8 years of education in 1968 and 19.0 years in 2003. However, the proportion of dentists with advanced degrees has not substantially increased since 1992. As with elementary school teachers, certification requirements may be driving these statistics.

As you can see from these statistics, it has become extremely important for you to have a college degree. The job you want may not require a degree, but having one is almost guaranteed to make your job search easier and raise your pay.

THE LONG- AND SHORT-TERM BENEFITS OF EDUCATION

The following four tables help to illustrate the consequences of educational and vocational options and choices.

Table 1: Common High-Paying Occupations

	Most Common Level of Education	Percentage with More Education
Dentists	PhD or professional degree	n/a
Lawyers, judges, judicial workers	PhD or professional degree	n/a
Chief executives	4-year degree	28%
Physicians, surgeons	PhD or professional degree	n/a
Aircraft pilots, flight engineers	4-year degree	16%
Computer and information systems managers	4-year degree	26%
Veterinarians	PhD or professional degree	n/a
Computer software engineers	4-year degree	28%
Pharmacists	4-year degree	36%
Electrical and electronic engineers	4-year degree	27%
Engineers, all other	4-year degree	25%
Mechanical engineers	4-year degree	24%
Chief engineers	4-year degree	26%
General and operations managers	4-year degree	16%
Management analysts	4-year degree	24%

Table 2: Common Low-Paying Occupations

	Most Common Level of Education	High School Dropout Rate
Security guards, gaming surveillance officers	high school	12%
Bus drivers	high school	12%
Performing artists	high school	9%
Hairdressers, hairstylists, cosmetologists	high school	8%
Recreation and fitness workers	some college/no degree	10%
Stock clerks, order fillers	high school	24%
Nursing, psychiatric and home health aides	high school	18%
Grounds and building maintenance or housekeeping	less than high school	40%
Bartenders	high school	8%
Teaching assistants	high school	5%
Cooks, food preparation workers	high school	13%
Personal and home care aides	high school	19%
Food service, including dishwashers and attendants	high school	31%
Cashiers	high school	31%
Child care workers	high school	25%

Table 3: Lifetime Earnings and Educational Payoff

Education Level	Lifetime Earnings	Payoff for Each Additional Level of Educational Attainment
Less than high school diploma	$993,466	
High school graduate	$1,298,316	$304,850
Some college/no degree	$1,462,379	$164,063
Two-year degree	$1,527,582	$65,203
Four-year degree	$2,173,417	$645,835
Master's degree	$2,312,426	$139,009
Doctorate or professional degree	$2,907,904	$595,477

Table 4: Most Common Jobs with No High School Diploma

Occupation	Annual Income
Grounds and building maintenance, housekeeping	$14,560
Cooks, food preparation workers	$12,480
Food service workers, including dishwashers and attendants	$8,320
Cashiers	$8,060
Driver/sales workers, truck drivers	$24,960
Retail sales workers	$11,856
Carpenters	$22,880
Construction laborers	$20,800
Stock clerks, order fillers	$13,520
Nursing, psychiatric and home health aides	$15,184
Receptionists, office clerical support	$14,560
Child care workers	$6,240
Painters, construction and maintenance workers	$19,500
Automotive service technicians, mechanics	$23,400
Non-retail sales representatives and workers	$18,000
Customer service representatives	$15,470
Construction managers	$33,600
Security guards, gaming surveillance officers	$16,900
Pipe layers, plumbers, pipe fitters, steamfitters	$26,000
Operating engineers, other construction equipment operators	$24,700
Personal and home care aides	$11,492
Bookkeeping, billing clerks and tellers	$18,720
Industrial and refractory machinery mechanics	$24,960
Secretaries, administrative assistants	$14,300
Bus drivers	$17,000

RESOURCES FOR ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

This document provides resources to help you plan and implement an English as a Second Language (ESL) program for your residents. The document is divided into sections based on the type of information provided.

Some of the documents are part of a series of articles published by the Educational Resources Information Center (ERIC). Enterprise used these documents when providing technical assistance to local partners to help them assess their English as a Second Language (ESL) programs. ERIC is a national information system funded by the U.S. Department of Education's Institute of Education Sciences. The goal of ERIC is to provide access to education literature and resources. ERIC digests are short reports on current topics in education designed to provide an overview of information on a given topic plus references to more detailed information. The full-text ERIC database contains more than 2,400 digests. You can access the digests free online at: http://www.cal.org/caela or by calling the Center for Adult English Language Acquisition (CAELA): 202.362.0700.

STANDARDS FOR ESL PROGRAMS

The following online resources will provide you with information on key indicators of program quality and common program outcomes for ESL programs.

1. "English Language Training Program Self-Review: A Tool for Program-Improvement" (1998) from the Spring Institute for Intercultural Learning: http://www.spring-institute.org. This document provides a framework for users to self-evaluate their English-language training program. It is intended to be used by program staff. For more information, call 303.863.0188.

2. "Equipped for the Future Content Standards" from the Equipped for the Future (EFF) Center for Training and Technical Assistance at the Center for Literacy Studies: http://eff.cls.utk.edu/fundamentals/eff_standards.htm. The standards listed in this document outline the knowledge and skills adults need in order to successfully carry out their roles as parents, family members, citizens and workers. There are 16 identified "core skills" that support effective performance in the home, community and workplace. For more information, call 865.974.8426.

3. "Model Indicators of Program Quality for Adult Education Programs" from the U.S. Department of Education: http://www.eric.ed.gov. This document describes the Ohio Department of Education's Adult Basic Education and Literacy Education indicators of program quality. For more information, call 1.800.872.5327.

4. "Indicators of Program Quality: An ESL Programming Perspective" from Pelavin Associates, Inc. for the Office of Vocational and Adult

Education: http://www.eric.ed.gov. This document includes sample quality indicators for program context, program process and content and program outcomes. For more information, call 1.800.872.5327.

5. "TESOL's Adult Education Program Standards" published by TESOL Publications: http://www.tesol.org. This document provides a framework of standards for teachers who work with adult learners, as well as an accompanying narrative. For more information, call 888.547.3369.

PROGRAM DEVELOPMENT

The following resources will help you with your ESL program's structure, administration and planning.

1. "English as a Second Language: Implementing Effective Adult Education Programs" from the California Department of Education: http://www.cde.ca.gov/re/pn. This document is written for ESL program administrators and offers guidance in staffing, delivering instruction and evaluating adult ESL programs. It contains checklists for community outreach, marketing strategies and program evaluation. For more information, call 1.800.995.4099.

2. "Adult English as a Second Language Programs: An Overview of Policies, Participants and Practices" (1996) from the U.S. Department of Education, Office of Planning and Policy: http://www.eric.ed.gov. This overview of adult ESL needs and programs across the United States provides a context for program planning. For more information, call 1.800.872.5327.

3. "Current Concepts and Terms in Adult ESL" from the ERIC Project: http://www.eric.ed.gov. This four-page HTML document presents a selection of terms and concepts, discussing how they are applied to English as a second language (ESL) and cites sources where they are described with adult immigrant learners in mind. This document is useful to anyone interested in learning and understanding ESL terminology.

4. "ESL Instruction in Adult Education: Findings from a National Evaluation" from the National Evaluation of Adult Education Programs: http://www.eric.ed.gov. This document defines ESL instruction and profiles learners in the context of adult education. For more information, call 800.538.3742.

5. "Access to Literacy for Language Minority Adults" from the Center for Adult English Language Acquisition: http://www.eric.ed.gov. This document outlines barriers to program participation and provides recruitment, curriculum and instructional suggestions for overcoming them. For more information, call 800.538.3742.

6. "Reading and Adult English Language Learners: The Role of the First Language" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This

four-page HTML document highlights the impact that adult students' level of literacy in their first language has on the progress they make in learning to read English. ESL educators, when developing or assessing their ESL programs, should consider this factor, as well as English proficiency levels. The document also provides a series of additional references on ESL learners and the reading process. For more information, call 202.362.0700.

7. "Needs Assessment for Adult ESL Learners" from the Center for Adult English Language Acquisition: http://www.cal.org/caela/esl%5Fresources/digests/Needas.html. This document defines and describes needs assessment methods as they pertain to developing programs and delivering instruction. For more information, call 800.538.3742.

8. "English as a Second Language in Volunteer-Based Programs" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document is an introduction to volunteer-based ESL instruction. What is taught, how instructors are trained, the benefits and challenges, and what the future looks like for these types of programs are covered. This document would be useful to program directors looking to accommodate the demand for programs being cut back due to budget constraints.

9. "Finding and Evaluating Adult ESL Resources on the World Wide Web" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document provides background information about the World Wide Web; describes various search tools; explains how to create search strategies and how to combine the right tool with the right strategy for finding specific information and suggests ways of evaluating the Web resources resulting from a search. For more information, call 202.362.0700.

10. "Issues in Accountability and Assessment for Adult ESL Instruction" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document describes the legislative background of current accountability requirements for ESL programs, the issues involved in testing level gain and critical questions whose answers can lead the field forward. This document is relevant to program staff in both new and established programs needing to better advocate for additional resources and sound assessment policies. For more information, call 202.362.0700.

CURRICULUM

The following resources will help you plan the curriculum for your ESL program.

1. "Massachusetts Curriculum Framework: Framework for Adult ESOL" from the Massachusetts Department of Education: http://www.doe. mass.edu. This curriculum framework places language proficiency into five categories. Each strand is applied to specific standards. It provides a good model for developing an ESOL curriculum. For more information, call 781.338.3000.

2. "Canadian Language Benchmarks" from the Canadian Language Benchmarks Project: http://www.language.ca. This document consists of two sets of benchmarks: one for adult ESL learners and one for adult ESL literacy learners. The benchmarks are used to measure English proficiency levels. It also includes sample tasks appropriate at each stage. For more information, call 613.230.7729.

3. "Arizona English Language Acquisition for Adults Standards" from the Arizona State Department of Education: http://www.ade.state.az.us. This document details Arizona's content standards for adult language acquisition. It incorporates language functions and supporting grammar structures into four proficiency levels. Each level is structured around indicators in the skill areas of reading, writing, speaking and listening. For more information, call 602.542.0753.

4. "Teaching Low-Level Adult ESL Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document identifies and assesses the instructional needs of low-level learners to become literate in a second language and provides general techniques that facilitate instruction to these learners. This document is geared towards practitioners who are in the planning stage or to those who want to improve their program's curriculum to better address the needs of low-level learners.

INSTRUCTION

The following resources will help you to ensure that your ESL instruction is top quality.

1. "Beginning to Work with Adult English Language Learners: Some Considerations" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document makes recommendations in the application of principles of adult learning in ESL within the context of: language acquisition, culture and working with multicultural groups and providing some instructional approaches to support language development in adults. This document is intended to give teachers an overview of important points, suggest basic strategies to use and provide a list of resources to consult for further information. For more information, call 202.362.0700.

2. "Integrating Employment Skills into Adult ESL Instruction" from the ERIC Project in Adult Immigrant Education: http://www.cal.org/caela/esl%5Fresources/digests/EskilsQA.html. The Workforce Investment Act places increased emphasis on workforce education; this short article will provide you with ideas for incorporating necessary work-related skills into your ESL instruction. For more information, call 202.355.1500.

3. "Teaching Multilevel Adult ESL Classes" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. Some programs place students of different levels in a single class, making it difficult for students to advance. This two-page HTML document provides techniques for teaching multi-level adult ESL classes. Practitioners may find this document useful to help them determine the effectiveness of their multi-level ESL program.

4. "Citizenship Preparation for Adult ESL Learners" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Citizen.html. This document includes suggestions for approaches and activities to help you incorporate citizenship material into your ESL instruction. For more information, call 202.355.1500.

5. "English That Works: Preparing Adult English Language Learners for Success in the Workforce and Community" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document describes how adult ESL educators can integrate workforce and civic life skills into their curriculum and convey these skills to their students through learner-centered instructional strategies and classroom management techniques. The document also provides a series of additional references that link workforce to adult ESL education. For more information, call 202.362.0700.

6. "Mental Health and the Adult Refugee: The Role of the ESL Teacher" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document focuses on how teachers can help adult refugee and immigrant learners make significant progress adjusting to their new lives in an unfamiliar culture. It discusses mental health, stresses faced by refugees and things that teachers can do to help their students adjust. For more information, call 202.362.0700.

7. "Integrating Reading and Writing into Adult ESL Instruction" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document asserts that reading and writing are as important as oral skills in communicative ESL and provides several teaching activities to incorporate the skills in lessons. For more information, call 1.800.538.3742.

8. "Improving ESL Learners' Writing Skills" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Writing.html. This document outlines free writing, process writing and the language experience approach to teaching writing and provides a list of life skills and academic writing activities that you can use in the ESL classroom. For more information, call 202.355.1500.

9. "Reading and the Adult English Language Learner" from the ERIC Project: http://www.eric.ed.gov. This two-page HTML document reviews reading approaches, identifies characteristics of fluent readers and makes suggestions for developing reading instructions for adult English language learners. Teachers who are aware of these reading approaches can tailor reading instruction to meet the needs and goals of adult English language learners.

10. "Health Literacy and Adult English Language Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document defines health literacy and discusses the implications for adult literacy learners, instructors and programs. It also offers recommendations for ESL instructors in addressing health literacy in the ESL classroom. This document provides resources to consult for further information. For more information, call 202.362.0700.

11. "Improving ESL Learners' Listening Skills: At the Workplace and Beyond" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/LISTENQA.html. This document provides an excellent introduction to teaching listening skills in both life skills and workplace skills contexts. For more information, call 202.355.1500.

12. "Improving Adult ESL Learners' Pronunciation Skills" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document reviews the current status of pronunciation instruction in adult ESL classes. It provides an overview of the factors that influence pronunciation mastery and suggests ways to plan and implement pronunciation instruction. With careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power. For more information, call 202.362.0700.

13. "Improving Adult English Language Learners' Speaking Skills" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/Speak.html. This document is an excellent resource for planning varied, structured speaking activities. For more information, call 202.355.1500.

14. "Native Language Literacy and Adult ESL Instruction" from the ERIC Project: http://www.eric.ed.gov. This two-page HTML document reviews recent research related to the role of native language literacy and describes program types and instructional approaches that incorporate learners' native languages into instruction.

15. "Using Software in the Adult ESL Classroom" from the Center for Applied Linguistics: http://www.cal.org/caela/esl%5Fresources/digests/SwareQA.html. This document provides answers to frequently asked questions about available instructional software and how to add computer instruction to the ESL classroom. For more information, call 202.355.1500.

16. "Using Videos with Adult English Language Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This four-page HTML document is a guide for selecting and using videos as a method for teaching ESL classes. This document also provides information about some videos currently in use. For more information, call 202.362.0700.

17. "Trauma and the Adult English Language Learner" from the National Clearinghouse for Bilingual Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document provides information on the effects of trauma on the learning process and the implications for practice, as well as some useful techniques for creating a positive environment for adult language learners.

RECRUITMENT, INTAKE AND ORIENTATION

This resource will help you with the recruitment, intake and orientation aspects of your ESL program.

"Handbook: A Manual for Adult Education Practitioners: Intake & Placement Guide, Certificate of Accomplishment (ABE & ESL)" from the Colorado State Department of Education: http://www.cde.state.co.us. While much of this document is specific to the Colorado certification process, the intake and placement section provides effective models for needs assessment forms, which are suitable for beginning level ESL learners. For more information, call 303.866.6600.

RETENTION

The following resource will help you to improve your ESL program's retention rates.

"Outreach and Retention in Adult ESL Literacy Programs" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document is an overview of all aspects of retention. It is a good initial resource for improving program retention. For more information, call 1.800.538.3742.

ASSESSMENT, EVALUATION AND EDUCATIONAL GAINS

The following resources will help you to assess your students and evaluate the effectiveness of your ESL program.

1. "Adult ESL Learner Assessment: Purposes and Tools" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document identifies and contrasts commercial and alternative assessment tools. For more information, call 1.800.538.3742.

2. "Learner Assessment in Adult ESL Literacy" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document addresses both standardized and alternative assessment tools and provides a comprehensive list of alternative approaches. For more information, call 1.800.538.3742.

3. "Instructor Competencies and Performance Indicators for the Improvement of Adult Education" from the Building Professional Development Partnerships for Adult Educators Project: http://www.eric.ed.gov. This publication is a helpful tool for selecting qualified staff, evaluating current staff and designing professional development activities. For more information, call 1.800.538.3742.

4. "Reflective Teaching: What Am I Doing? Why Am I Doing It this Way?" from Instructional Series No. 11., published by the University of Regina, Canada: http://www.uregina.ca. This booklet helps teachers plan a self-guided examination of their teaching practices. For more information, call 306.585.4111.

5. "Needs Assessment for Adult ESL Learners" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document is an introduction to the importance of needs assessment for adult ESL learners. Practitioners may find this document useful to learn how a needs assessment should influence student placement, material selection, curriculum design and teaching approaches.

6. "Trends in Staff Development for Adult ESL Instructors" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document provides an overview of staff development initiatives in different states, a discussion of obstacles to quality staff development activities and a review of the use of technology in staff development. For more information, call 1.800.538.3742.

7. "Staff Development for ABE and ESL Teachers and Volunteers" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document contains a comprehensive survey of staff development activities and an important discussion of how program administrators can ensure buy-in from the staff for these activities. For more information, call 1.800.538.3742.

8. "Adult Literacy Practitioners as Researchers" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document focuses on staff development through action research (also called practitioner inquiry). For more information, call 1.800.538.3742.

9. "Using Volunteers as Aides in the Adult ESL Classroom" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document contains tips on managing volunteers in ESL classrooms, including recruitment and screening, training and placement and retention and recognition. For more information, call 1.800.538.3742.

10. "Transitioning Adult Learners to Academic Programs" from the National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics: http://www.eric.ed.gov. This two-page HTML document examines the differences between academic and adult ESL programs. It suggests curricular and programmatic strategies to facilitate transitioning learners from adult ESL to academic English or GED programs. This document can help practitioners to better work with students in advanced-level ESL classes who are working towards an academic goal.

SUPPORT SERVICES AND STUDENTS WITH SPECIAL NEEDS

These resources will help you to design and implement supportive services for your ESL students and provide assistance to students with special needs.

1. "Building Relationships Between Schools and Social Services" from the ERIC Clearinghouse on Educational Management: http://www.eric.ed.gov. Though its intended audience is the K-12 school system, this document provides useful tips for all organizations concerning collaboration with social service agencies. For more information, call 1.800.538.3742.

2. "The Adult ESL Literacy Student and Learning Disabilities" from the National Adult Literacy and Learning Disabilities Center: http://www.eric.ed.gov. This document contains ideas for multi-sensory teaching techniques as well as contact information for organizations serving people with learning disabilities. For more information, call 1.800.538.3742.

3. "Adult ESL Learners with Special Needs: Learning from the Australian Perspective" from the Center for Applied Linguistics: http://www.eric.ed.gov. This document provides an overview of the Australian initiative to develop policies, programs and curricula that meet the needs of language learners with limited first-language literacy. For more information, call 1.800.538.3742.

4. "A Guide to Learning Disabilities for the ESL Classroom Practitioner" from the TESL-Electronic Journal, Vol. 1 No. 1: www.ldonline.org/article/8765. This article provides an extensive list of classroom behaviors that may indicate a learning difficulty with a list of corresponding instructional adaptations. For more information, call 1.800.695.0285.

5. "ESL Instruction and Adults with Learning Disabilities" from the ERIC Project: http://eric.ed.gov. This two-page HTML document is an introduction to identifying adult ESL students who have a learning

disability. Practitioners can use this document to help them make more informed decisions on how to better help ESL learners who are experiencing difficulty in learning or who are making very little progress towards their learning goals.

ASSESSMENT TOOLS AND SYSTEMS

The following resources will provide you with information on available assessment tools for measuring your students' level of English proficiency.

1. BEST: The Basic English Skills Test, developed by the Center for Applied Linguistics, is a formalized assessment tool that measures English literacy, listening and speaking skills: http://www.cal.org/BEST/. The test of oral skills must be administered individually by a trained assessor. For more information, call 202.362.0700.

2. CASAS: The Comprehensive Adult Student Assessment System of California includes competencies, training manuals and assessment tools for ESL programs: http://www.casas.org. The CASAS ESL Appraisal is a placement tool that tests reading and listening skills and can be administered to groups. For more information, call 1.800.255.1036.

MORE INFORMATION

The Center for Adult English Language Acquisition has developed annotated bibliographies on additional topics related to adult ESL education. If you are looking for resources for one of the topics listed below, visit: http://www.cal.org/caela/esl%5Fresources/bibliographies.html.

*   Content standards for adult ESL
*   Program standards for adult ESL
*   Reading and adult English language learning
*   Second-language acquisition in adult English language learners
*   Dialogue journal research and use
*   Health literacy resources