



# The Review

## for Adult Education and Literacy

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Oklahoma State Department of Education

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## Oklahoma Adult Educators are Widening Opportunities in the Workplace

We are excited to offer work-based education programs for workers in Oklahoma through our Widening Opportunities in the Workplace (WOW) program.

WOW is a job-site, workforce development program that uses the job task analysis to develop basic skills programs for today's workers. It is an essential skills program that links program goals to the employer's demand for high-performance workers and product quality. WOW builds a bridge for the employees to link what they learn in the classroom to what they must do on the job.



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### Special points of interest:

- \* Workplace literacy works with ESL
- \* Online resources
- \* Ideas from practitioners
- \* Calendar of upcoming events
- \* Pictures

The process for implementing a WOW program is as follows:

- An employer's advisory committee identifies the critical tasks where improvement is needed.
- Trained work-based education teachers conduct job task and essential skills analyses.
- Work-based education teachers develop job-related, customized curriculum to assist employees in improving identified essential skills.
- An instructional program is conducted for the employees at the work site. Release time may be given to employees to attend class.
- A return on investment is determined.

If your learning center has not already implemented a work-based education program, I urge you to take the steps to provide a brighter future for employees and employers in your community. The hard work and perseverance of the work-based education teachers and directors touch the lives of every person in the community. I applaud those who continue to work towards the success of this program.

State Superintendent

## Lines from Linda

Greetings Adult Educators! I would like to reiterate the importance of work-based programs across the state by sharing with you a letter from one of the Oklahoma City Adult Learning Center's work-based partner, Integris Health:

"Communication is a central part of any occupation; however, in health-care it is critical. The ability to speak and understand English becomes an integral part of every job where the safety of patients and employees are of constant concern. Yet, in a business that operates 24 hours a day/7 days a week, how and where do you train? In steps the Oklahoma State Department of Adult Education. A wonderful teacher came to our hospital, shadowed employees, interviewed supervisors and then wrote a customized curriculum for each department. As if this were not

enough, this teacher taught ESL classes, with this new curriculum, on our campus at times that were convenient for our employees - at no charge! UNBELIEVEABLE!

"With the growing number of Hispanics in our community and the tremendous need for employees who can speak and understand English, it is amazing to me that this department is not featured on the front page of every paper in the state. Their work is impeccable, their teachers are professional and dependable, and the support staff is responsive and understanding. In short, this is the way that all state offices should perform as well as all public/private partnerships. I have become an advocate for the Department of Adult Education because of the great assistance they have been, and continue to be, to our health system. They are essential to

our business and to every business in the state. It is incumbent upon all of us to spread the word about the services offered by this department. In my opinion, their assistance is critical to the growth and economic development of business and communities in the state of Oklahoma." — Lynn Hester, Vice President, Community Services, Integris Health



Integris Health employees learn health-related vocabulary words during Donna Washington's work-based class.

## Tips from a Teacher by Pam White

It was my first work-based class, and I remember being scared to death when I walked into that manufacturing plant the first morning. Sixteen adults were staring at me and waiting to hear, "What's the big deal?" or "Why do I have to be here?" I, of course, remember thinking this same type of thing during some of the staff development sessions I had to attend when teaching middle school and high school. Though, when the session related to something I could apply to my particular classroom, I wasn't resentful with the time that had been spent. On the other hand,

well, you know the flip side to that.

My work-based classes have mostly been two-hour sessions for ten weeks. Two hours can be a lengthy class. Remember those college days? Some were pretty boring, huh? So, I always start with this thought in mind. Above all else, I tell myself, "Don't be boring." Some of the things I do to prevent pupils from staring into space are:

1. Involve students from the very beginning. Example: Have index cards and pencils on the table and have students (anonymously) answer an opinion

type question - How would you boost morale at your company if you were in charge?

2. Use ice-breakers more than just during the first class period. Have fun for five to fifteen minutes. Getting to know one another can be helpful both to you as the teacher, as well as to the company's employees.

3. Never stay with one activity for too long at a time. Keep things moving. Use the overhead or multi-media presentations; give interesting handouts; conduct group, pair, and

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## What's New with LINCS and the National Institute for Literacy

### Workforce Education Resources

National Institute for Literacy's (NIFL) LINCS - Literacy Information and Communication System - offers two extraordinarily rich resources in the area of Workforce/Workplace Education. Both resources described below are projects of the National Institute for Literacy and the U.S. Department of Education, Office of Vocational and Adult Education, working in collaboration with the Center for Literacy Studies, University of Tennessee-Knoxville.

### Workforce Education

#### Special Collection

The National Institute for Literacy's Special Collection is a one-stop electronic gateway to specialized information on high-quality literacy practices and materials for use in adult education and literacy programs. The Workforce Education Special Collection demonstrates the value of workforce learning, fosters and promotes the development of high-quality workforce education programs, provides guidelines for planning and supporting these programs, and supports ongoing communication and collaboration among stakeholders. Workforce Education is defined as



Integrus Health work-based classes are held on-site. The organization provides incentives for employees to participate in workplace literacy programs.

work-related learning experiences which:

- Can include foundation skills, technical knowledge and computer skills;
- Serve either employed or unemployed workers;
- Are provided either inside or outside the workplace;
- Focus on the skills and knowledge workers need to:

--Get and keep good jobs

--Meet demands for productivity, safety, and advancement

Resources in the Collection can be browsed by topic or by "stakeholder": Workforce Instructors; Workers/Learners; Program Administrators; Employers; Counselors/Case Managers; and Unions.

Visit the Workforce Education Special Collection online at <http://worklink.coe.utk.edu/> or click on the purple "Collections" button on Lifelong Learning's home page to find this and eleven other LINCS Special Collections.

### Workplace Literacy Discussion List

This national email discussion list is a formally moderated list where adult educators working or interested in workplace literacy and workforce education can discuss issues such as marketing, funding, program design, instruction, curricula, assessment, evaluation, staff training, research, and policy. The List and the Workforce Education Special Collection are intended to work together with materials in the Special Collection serving as a springboard for discussion and suggestions on the need for resources in the area of Workforce Education.

The NIFL-Workplace Discussion List has three primary purposes:

- Provides a forum for professionals and volunteers in the field to discuss issues and share information relevant to workplace literacy and workforce education.
- Provides the field with information and resources that can be used to develop, expand, and improve workplace literacy and workforce education programs and practices; this forum should ideally be the first place that people turn when they have a question or need a solution in the area of workplace literacy or workforce education.
- Enriches and improves public policies related to workplace literacy or workforce education by providing an open forum for the exchange of relevant policy ideas; these discussions can and should improve policy, practice, and research.

To subscribe or to read archived postings to the Workplace Literacy Discussion List, visit the list Web site at <http://www.nifl.gov/lincs/discussions/nifl-workplace/workplace.html> — or click on the purple "Discussions" button on Lifelong Learning's home page to find this and fifteen other LINCS Discussion Lists.



David Schulman, pictured above with his Oklahoma City ESL class, incorporates workplace literacy skills into his curriculum.

## Work-Based Classes Provide Solution for Limited English Speaking Workers

Companies are hiring increasing numbers of entry-level employees with limited English language skills. As a result, more managers are convinced of the need to provide work-based education in their facilities. One such company, Bartlesville's Hampton Inn, is employing a growing number of limited English speaking housekeepers. Trudy Green, director of the Bartlesville Adult Learning Center, has found the Hampton Inn to be an excellent opportunity to develop a work-based education program which focuses on English as a Second Language (ESL).

Since the implementation of the ESL work-based class, Emily Oswald, general manager of the Bartlesville Hampton Inn, says she has noticed that the housekeepers understand her instructions more easily and can answer more questions from guests. Both Green and Oswald agree that the *biggest* challenge is the housekeepers' shyness to practice their English-speaking in public.

The class, in its second year, meets in the Hampton Inn conference room during lunch time.

Green states that these classes "are not regular ESL classes but focus on the vocabulary and phrases that pertain to the job of a housekeeper."

Teachers shadowed housekeepers during several shifts, learning the key words and phrases important for a person performing that job. The teachers noted the vocabulary for furniture, linens, and the cleaning process as well as the location of the pool, vending machines, and newspapers. Teachers developed a curriculum to meet the needs of Hampton Inn, focusing on workplace and literacy skills.

According to Green, one of the first challenges was finding the best time for the class to meet. "Lunch time has been best—most weeks!" said Green. "We have had to be flexible and change days of the week sometimes to accommodate large

groups staying at the hotel when the housekeepers simply could not get away all at once. We have also had to meet in the break room while the conference room was filled with items to redecorate the hotel. However, the hotel has been wonderful to find meeting space and allow the housekeepers to bring their lunches and attend class."

According to Green, both flexibility and excellent communication with management are indispensable when partnering with a company to offer work-based classes.



Hampton Inn housekeepers in Bartlesville attend classes to become more effective workers.

## Work-Based Educational Resources on the Net

The Internet is a valuable resource to find discussion groups, lesson plans, classroom activities, and research about workplace literacy and work-based education programs. The following is just a sampling of the useful resources available.

### Workplace ESL Online

<http://www.cdponline.org/>

Click on the Working icon to access the Workplace ESL Online unit. Browse through the other icons for a wide variety of topics. Workplace

ESL Online includes interactive lessons on syllabication, vocabulary and grammar, language functions, reading, writing, and matching as well as games relating to each lesson.

### Workplace Basic Skills: A Teacher's Guide for Community-based Literacy Programs

<http://www.nald.ca/CLR/wkplace/cover.htm>

This guide provides instructional resources and lessons such as

"Meeting your Employer" and "Filling out Forms" and "Communication Skills."

### ABE Online, Minnesota

<http://www.mnlincs.org/abeonline/courses.htm>

This site provides several online courses for ABE learners, including several courses which deal with workplace education issues such as *The "Hire Me" Guide*, *First Job: The Entry Level*, and *The Guide to Problem Solving*. Continue on Page 7

## Happenings Around the State in Adult Education



Cody Huckaby, Ann Allen, JoAnna Jamison, and Linda Dudek accept awards for their adult learning centers' outstanding achievements at the Spring Directors' Meeting.



Pictured above are the participants in the 2004-05 Equipped for the Future (EFF) training at the Cox Convention Center in Oklahoma City. Participants who completed the rigorous trainings received a stipend and are eligible to continue trainings next year.



Angela Doss of Pauls Valley Adult Learning Center, trains ESL teachers on administering and scoring the BEST at a Lifelong Learning sponsored workshop in Lawton.



Above: Vinita Adult Learning Center's Taren Baumert, Judy Bryan, and Faith Clay display their certificates of completion for the EFF training.



Left: Lifelong Learning's "Not Ready for Prime Time Academy Award Singers" display talents at the Spring Directors' Meeting.

## A Success Story in Drumright by Kathy Thompson

Often, during my teaching career, I run across success stories. The following is one of those stories that defines the importance of adult education and the impact it has on the lives of others.

Marisol and Dallas laugh about Marisol being a "mail-order-bride." The truth is that they met through a writing service and corresponded by e-mail for three years, meeting once during that time in Aruba with her family also present. Then, in 2003 she came to Oklahoma, and they were married a week later. Not an unusual story except that she spoke very little English, and he spoke very little Spanish.

After the wedding, she and Dallas moved near the very small town of Jennings, but in the country. Marisol dreamed of communicating well with her husband, making friends in the community and becoming a teacher, but she knew that she must first learn English.

So her journey to learn English began. Everyday after driving home from work in Tulsa, Dallas drove Marisol back to Tulsa to ESL classes at a church. Commuting this distance was too expensive and time-consuming, and eventually Marisol be-

gan tutoring herself by reading children's books and listening to conversations on the television. Although she felt isolated in the country and was unable to converse well, she did not give up her dream to learn English.

Marisol finally learned of adult education classes held in Drumright, much closer to her home than Tulsa. In August of 2003, she began attending Drumright Adult Literacy classes held at Central Technology Center. She worked diligently studying all literacy skills, not just English, in preparation for GED testing. Marisol finally thought that she was making progress!

Often, Dallas brought her to class because the drive home on the small country road was late and dark. In January as he was waiting for her, Dallas saw a brochure advertising a conversational Spanish class. When he inquired about it, he was told that the class had enough students but no teacher. He explained that he wished to take the class to be able to learn his wife's language as she had worked so diligently to learn English. The evening programs director asked to speak with her.

Consequently, Marisol now teaches

the conversational Spanish class two nights a week and continues to attend adult literacy classes all at Central Tech. The schedule is set for her to teach two more six-week class sessions before summer break and then start the fall with an intermediate conversational Spanish.

Her goal in the beginning was to someday teach, although she had children in mind as students. The adults have expressed their appreciation of her classes, and she is prepared to take the GED Tests in May. Quite an accomplishment in two years for a non-English speaker!

*Kathy Thompson is an Adult Education teacher at the Drumright Adult*



Marisol, of Columbia, is taking Adult Education classes as she teaches Spanish to English speakers.

## Tips from a Teacher continued from page 2

individual activities, have discussions; ask lots of questions; write reflections; give evaluations; tell jokes, share company-related trivia; give candy for correct answers; etc, etc, etc.

Mix things up!

4. Learn from them! Looking back, I think the one thing that has helped me more than anything to feel more a part of "their environment" is to let them know that I am there to learn from them, as well as share some things that I feel they can take and learn from me. And, I can honestly

say, some of the best ideas, even after hours of lesson planning, have come from my students.

*Pam White is an Adult Education teacher at the Muskogee Adult Learning Center.*

## Increasing Participation in Postsecondary Education by Cody Huckaby

*We are requesting submissions for the next newsletter in which we will be highlighting the importance of linking adult education to postsecondary education. If you have any success stories, tips, or examples of programs that you would like to share with others in the newsletter, please contact Tonya Kisabeth. Enjoy this submission from the Altus Adult Learning Center as a preview for the coming newsletter:*

A focal point at our Fall Directors' Meeting was to increase participation in postsecondary education by candidates that earn General Educational Development (GED) Diplomas.

I decided to attack this goal by utilizing the services provided by our

local junior college, Western Oklahoma State. Western Oklahoma State College (WOSC) offers a program called WINDS. The WINDS Program specializes in student development through tutoring, various academic workshops, and counseling as well as financial assistance for candidates who qualify.

I contacted the Director of the WINDS Program, Terri Pearson, and invited her to speak to our students about the services that were offered. I then had my teachers identify those students who were demonstrating readiness to attempt the GED Tests.

Approximately 30 students attended the presentation. We followed up by asking the attending stu-

dents to participate in a survey to rate the presentation. Based on the data that we collected, nearly every student took something positive from the meeting. Within a week of the meeting, Mrs. Pearson informed me that several of the students that were in attendance at the meeting had contacted her office for more information about enrolling at WOSC with guidance from WINDS.

An example of the survey used to determine the effectiveness of presentations is below.

*Cody Huckaby is the director of the Altus Adult Learning Center.*

Altus Adult Learning Center Presentation Evaluation  
Please rate each statement using the following scale:

1 Strongly Agree; 2 Agree; 3 Disagree; 4 Strongly Disagree

Satisfaction with the overall event \_\_\_\_

Satisfaction with the usefulness of the information \_\_\_\_

Satisfaction with the appropriateness of the topic \_\_\_\_

Satisfaction with knowledge of the presenter \_\_\_\_

Satisfaction with the location of the event \_\_\_\_

The event encouraged me to further my education \_\_\_\_

The event encouraged me to achieve and/or set a higher goal \_\_\_\_

I am comfortable enough to contact WINDS for further information \_\_\_\_

## Work-Based Resources on the Net (continued from page 4 )

### Math in the Workplace

<<http://www.micron.com/k12/math/numop/>>

Math problems on this site are created by people in different occupations. Each problem gives a job description of the occupation, real-life context math problem, and the solution.

### Plain Language Online Training

<<http://www.web.net/%7Eplain/PlainTrain/>>

This interactive site provides useful instruction for writing workplace related documents.



Vanessa Cummings of McAlester, and Judy Bryan of Vinita, discuss implementing quality program improvements at the Spring Directors' Meeting.

# 2005 Calendar for Adult Basic Education

## June

- 3 EFF 2005 Final Team Meeting, Oklahoma City
- 9-10 Work-based Education Training, Session Two, Oklahoma City

## July

- 1 Fourth Quarter LiteracyPro Report Due
- 11-12 Teaching Math in Real Life Contexts, Oklahoma City
- 14-15 Teaching Math in Real Life Contexts, Tulsa
- 21-22 Work-based Education Training Session Three, Tulsa
- 28-29 Introduction to EFF, Oklahoma City

## August

- 2 TABE 9 & 10, Tulsa
- 3 TABE 9 & 10, McAlester
- 4 TABE 9 & 10, Oklahoma City
- 5 TABE 9 & 10, Lawton
- 11 BEST Refresher, Oklahoma City
- 12 BEST Plus, Session One, Oklahoma City

- 18 LiteracyPro Training, Oklahoma City
- 19 LiteracyPro Pilot Training, Oklahoma City

## September

- 9 BEST Plus, Session Two
- 10 New Teacher Orientation, Oklahoma City
- 15 GED Examiners' Meeting, Oklahoma City
- 16 GED Examiners' Meeting, Tulsa
- 17 New Teacher Orientation, Tulsa
- 21-23 EFF, Session One, Reading, Oklahoma City
- 26-27 Teaching Math in Real Life Contexts, Oklahoma City
- 29-30 Teaching Math in Real Life Contexts, Tulsa

## October

- 11-12 Veteran EFF, Session One, Math
- 27 Incorporating Job Readiness, Tulsa
- 28 Incorporating Job Readiness, Oklahoma City

## November

- 16 Regional Directors' Meeting, McAlester

- 17 Regional Directors' Meeting, Tulsa
- 18 Regional Directors' Meeting, Oklahoma City
- 30 EFF Session Two, Reading, Oklahoma City

## December

- 1-2 EFF, Session Two, Reading, Oklahoma City

We are requesting articles for the next newsletter!

Please e-mail all article ideas, letters, and pictures to [tonya\\_kisabeth@sde.state.ok.us](mailto:tonya_kisabeth@sde.state.ok.us).



Oklahoma State  
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