

Adult Learning Network

The Adult Learning Network is a quarterly publication of the Arkansas Adult Learning Resource Center.

John Wyvill is New Director of Workforce Education

Governor Huckabee's Press Release August 30, 2005



Gov. Mike Huckabee said Tuesday that John Wyvill has been named director of the state Department of Workforce Education. Wyvill will replace Steve Franks, who earlier this year was named the chancellor of Southern Arkansas University Tech at East Camden.

George French has been serving as the interim director of the Department of Workforce Education since Franks' departure. Wyvill is the director of Arkansas Rehabilitation Services, a division of the Department of Workforce Education. He will begin his new job Oct. 3.

Wyvill was interviewed by the state Board of Workforce Education and Career Opportunities, and his name was forwarded to the governor for consideration.

Wyvill, 39, joined Arkansas Rehabilitation Services in 1999. Prior to that, he was the governor's assistant legal counsel. Arkansas Rehabilitation Services provides vocational and independent living services that allow those with disabilities to become productive members of society.

Wyvill received his bachelor's degree in political science from Hendrix College at Conway in 1988 and received his law degree from the University of Arkansas at Little Rock in 1991.

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Functional Context Education Workshop

The Arkansas Adult Learning Resource Center will host a one-day workshop entitled Functional Context Education with Dr. Tom Sticht, International Consultant in Adult Education, on October 25, 2005. The workshop will give participants six hours of professional development.

SCHEDULE OF TOPICS (Subject to change if new research is found)

I. Introduction to Functional Context Education (FCE) materials and principles available online; overview of FCE in Australia, Canada, Ireland, New Zealand, United Kingdom; concepts of "relevance;" determining "relevance" at the national level: the Adult Literacy and Lifeskills (ALL) survey, National Adult Assessment of Literacy (NAAL) survey, and relationships to foundational concepts of literacy in FCE.

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Professional Development News

Tuition Reimbursement Program

Contact your Program Advisor at the Adult Education Section or Marsha Taylor at the AALRC for more information on this program. Reimbursement is applicable to courses taken for Adult Education Licensure ONLY! This form is available on the AALRC website (www.aalrc.org).



Remember: (1) The application form must be submitted to the AALRC **10 working days before class begins**. (2) Your class grade and receipt of payment must be received **within 30 days of class ending**.

There is a new requirement: Applicants must provide documentation that the class will count for adult education licensure.

For a list of courses available in adult education, please contact:

Arkansas State University
Jonesboro
Dr. David Agnew
(870) 972-3943

University of Arkansas
at Little Rock
Dr. Charlotte Robertson
(501) 569-8933

University of Arkansas
at Fayetteville
Dr. Barbara Hinton
(479) 575-5119 or
(479) 575-4578

University of Central Arkansas
Conway
Dr. Sherry Roberts
(501) 450-5431



NOTICE:

If you are unable to attend a workshop you have registered for, please contact the AALRC as soon as possible. Participants are often placed on waiting lists because workshops fill up. If you find that you cannot attend a workshop and you call ahead, this gives us time to notify wait-listed participants that they can attend.

When a workshop has a waiting list, participants may not send substitutes from their center to attend in their place. Registrations are held for participants and not for centers.

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TRAVEL Reimbursement



It is important to remember the guidelines when making travel plans to attend meetings/workshops at the AALRC. Programs must follow state travel guidelines and the policy written below. We have had to disallow many travel requests because the guidelines are not being followed. The AALRC would appreciate your cooperation in this matter.

Local programs funded with state or federal adult education funds must adhere to Arkansas Department of Finance and Administration guidelines when requesting travel reimbursement.

*Functional Context Education Workshop**Continued from page 1*

II. Functional Context Education in historical perspective, 1860-Present (illustrated with teaching materials integrating functional content with literacy instruction): Freedman's Schools; Moonlight Schools; Military Schools in World Wars I and II; Laubach Literacy; Paulo Freire and Learner Centered, Participatory Literacy Education. Overview of methodologies and research-based methods used in adult literacy research for determining what is relevant to youth and adult learners, including focus groups; individual interviews; literacy task analysis; photographic ethnography; community newspapers; teachers and students as researchers and reporters; environmental analysis and design for learning.



Dr. Thomas Sticht

III. Case Studies

Case Study #1: Integrating Basic Skills with Vocational Education

Case Study #2: Workplace Literacy

Case Study #3: Workplace Literacy Case Study

Case Study #4: Family Literacy

Case Study #5: Health Literacy

IV. Question & Answer period

Dr. Thomas G. Sticht is an International Consultant in Adult Education. From 1976 to 1979, he served as Associate Director of the National Institute of Education (NIE) where he directed the Research & Development program of the Basic Skills Group. In 1975, he was Visiting Associate Professor at the Harvard Graduate School of Education.

Dr. Sticht received his Ph.D. degree from the University of Arizona, where he specialized in experimental psychology. His research and development efforts have focused on the application of cognitive science, communications technology, and computer technology to the literacy, education, and training needs of under-served youth and adults. The results of this work are reported in over 150 reports, articles, and books, including *Cast-off Youth* which formulated the *functional context education approach* to adult technical and literacy education established as policy by the armed services and the U.S. Department of Education's National Workplace Literacy Program. The volume also discusses a project directed by Dr. Sticht that created computer-based instruction in reading and mathematics for the U.S. Navy. This work led to the publication of a 15-volume set of books that integrates basic skills and vocational skills development for the Glencoe Division of the McGraw-Hill Publishing Company. In 1991, he authored *Testing and Assessment in Adult Basic Education and English as a Second Language* for the U.S. Department of Education.

In 1978, the International Reading Association awarded Dr. Sticht the Albert J. Harris Award for outstanding research on the assessment of learning disabilities of adults. In 1993, he was elected to the Reading Hall of Fame. In 1997, the *Reading Research Quarterly* of the International Reading Association reported that the work of Paulo Freire and Thomas Sticht were the two most influential lines of research on adult literacy education in the last thirty years.

News from the Disabilities Project Manager

Instructional Tips for Teaching Students with Learning Disabilities

Experience Before Labels: The majority of students with learning disabilities are primarily tactile-kinesthetic learners, due to visual and/or auditory processing deficits. In addition, the majority of students with learning disabilities learn new information more easily when it is presented with concrete methods rather than abstract. Many students will therefore benefit from learning new concepts, facts, and methods with a concrete introduction to the new information. Below is one example of how to allow the students to experience the learning (concrete) before applying any labels (abstract).

To introduce sentence structure and parts of speech, give the student a list of words to copy on colored index cards. The word list can vary depending on the student's instructional level, but one example might be like this:

Pink	Green	Yellow	Blue	Orange	White
neighborhood	is	a	to	intelligent	!
workplace	are	an	below	hungry	,
school	going	the	above	demanding	.
supervisor	eats	A	across	beautiful	?
student	believes	An	over	helpful	;
dog	appears	The	behind	interesting	,
place	follows		of	challenging	.
opportunity	tries		under	silly	.

Some students will want to add their own words to the list, which is great, but may require some discussion about what kinds of words need to be with certain colors. Try to discuss the words' functions, not labels. (Ex: Ask the student, "What's the difference between the pink cards and the green cards? Can you see a 'school'? Can you see an 'is'? Can you 'eat'? Can you 'neighborhood'?" etc. Avoid talking about the labels; e.g. nouns, verbs, etc.) After the student has transferred each word to its color-coded index card, ask the students to arrange the cards into sentences.

The student should continue to make sentences until they have at least one paragraph. (This is more fun if you do it together.) At some point – and this point varies with each student – he or she will begin to see sentence patterns by color. (Ex: "Every sentence has a pink card and a green card," or "There's always a pink card after a blue one, but sometimes there's a yellow one before the pink one.") Eventually, you can add more parts of speech with different colors, but only when the student expresses a need for more complicated sentences. There are some students who should begin this activity using only nouns, verbs, and articles.

After the student can see and explain the patterns in the sentences they write, you can introduce the labels. This is where you bridge from concrete to abstract. Have the students label each card with its part of speech, and know that some words will fall in more than one category. Let the student decide how to handle those words: separate cards or make one card be half one color and half another.

Students with learning disabilities think more in terms of images (concrete) than words (abstract). By learning sentence structure and parts of speech with the creation of color-coded images, students can refer to image patterns for increased instructional retention and retrieval.

More instructional tips will be discussed in future AALRC newsletters. If you have specific questions about teaching a student with learning disabilities, please contact Patti White at prwhite@madisoncounty.net or 800.569.3539.

Research on Women with Disabilities

Program administrators, instructors, and students may want to explore the Center for Research on Women with Disabilities' (CROWD) website at <http://www.bcm.edu/crowd/>. The site contains news items, general information about CROWD, and content on their main topics of research (health behaviors, secondary conditions, health care, psychosocial health, sexuality and reproductive health, and violence). They have compiled some statistics about demographics and health disparities for women with disabilities that will be useful for advocates, policy makers, and grant writers. There are also materials for students and researchers interested in health issues for women with disabilities, and a long list of links to information resources. In addition, there is a page listing research studies in progress for which they are currently recruiting participants.

New Rick LaVoie Video: *Beyond F.A.T. City, A Look Back, A Look Ahead*

A follow-up to the original 1989 best-selling Rick Lavoie video, *How Difficult Can This Be? The F.A.T. City Workshop*, this new video is now available for checkout from the AALRC. Contact Klaus Neu at klaus@aalrc.org or 800.832.6242 if you would like to see the follow-up to the original F.A.T. City video that has touched so many lives.



Lavoie's 70-minute discussion is filled with powerful insights and practical strategies on coaching and teaching, building self esteem, creating individualized education plans, imparting accountability, home schooling, parental responsibility, and much more.

Beyond F.A.T. City, A Look Back, A Look Ahead has been segmented to facilitate viewer discussion during teacher in-service meetings and to serve as a gateway to discussion during parent/teacher presentations and educational workshops. The companion Viewer's Guide helps discussion leaders stimulate dialogue through a series of thought-provoking questions and commentary.

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Professional Development for Adult Education ESL Teachers
 Dr. Philip Less

With an increasingly growing immigrant population in Arkansas, free and accessible ESL classes for adults are becoming a necessity for many people and for the industries that employ them. Four years ago, around 3,000 immigrants enrolled in free ESL classes in adult education centers, literacy councils, and businesses in Arkansas. Last year, that number had expanded to over 5,000 ESL students.

The Adult Education Section of the Arkansas Department of Workforce Education provides financial and technical assistance for these ESL programs as well as professional development for the adult education instructors. For the last four summers, ESL instructors from across the state have converged for an intensive multi-day workshop to learn the most up-to-date methods for teaching ESL students. This summer was no exception as 45 teachers, from Warren to Rogers and from Newport to De-Queen, met from July 19-21, 2005 at the Arkansas Adult Learning Resource Center in Little Rock for the Adult Education ESL Summer Institute.



Ms. Laurel Pollard and Dr. Philip Less

Dr. Philip Less, ESL Coordinator for the Adult Education Section, organized the ESL Institute, which focused on hands-on activities and strategies for teaching. The trainer for this summer's institute was Ms. Laurel Pollard, an educational consultant from Tucson, Arizona. Ms. Pollard has written four highly successful and practical books for ESL teachers: *Zero Prep*, *Zero Prep for Beginners*, *Now You're Talking*, and *Yours for the Asking*. The general topics that

were covered in this summer's three-day workshop included: teaching multi-level classes, zero prep activities, adapting materials for higher and lower levels, helping students take charge of their own learning, using multiple intelligences, and stress reduction for teachers and students.

For further information about the ESL Institute or teaching English as a Second Language, contact Dr. Philip Less at the Adult Education Section at 501-682-1970.

South Arkansas Adult Education Administrators' Workshop
 Flora Simon

Approximately seventy-two adult educators from across south Arkansas converged upon SEARK College in Pine Bluff for a two-day workshop on August 2-3, 2005. The workshop was funded by the Arkansas Adult Learning Resource Center.

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Tech*Talk*

Note: To link to any web address (URL) in this newsletter, go the AALRC's home page at <http://aalrc.org>, look up this newsletter, and then just click on the appropriate link.

Remote Computer Help



Good news for those with computer woes! The AALRC is pleased to announce the implantation of our new Remote Control program with One-Click Secure Zero Configuration Firewall Transversal. One-click what? What does all that mean? It means that if you have a computer problem, you can go to <http://aalrc.org/remote/slave.exe> and with a few clicks I can remotely control your computer, just like I was there. I can show you answers to your computer questions, or fix your computer problems, all without having to travel to your location.

Ever had a question about using Plato, Microsoft Word, email, or just anything you needed help with but couldn't find the answers? Help is just a few clicks away. Having trouble with viruses, spyware, or program errors? Just click on our web link and I'll help you fix it.

We've used remote control software in the past, but there was always the issue of setting it up and making it work properly. With most centers using firewalls these days, setup could be difficult or impossible. With our new system, setup is a breeze, so we can spend our time fixing your problems instead of solving remote-control issues. Even if you have a firewall on your Internet connection, you will not have to open any ports or use NAT (network address translation) to make it work.

In case you have never used remote-control software, let me explain how it works. Once you click on the web link <http://aalrc.org/remote/slave.exe>, I will be able to see what you see on your computer. I will have control over your computer just like I was sitting at it, even though you can take control at anytime. We can type messages back and forth or we can talk on the phone while we are in session. You will see the mouse moving around, and I can show you what to do while I'm doing it. Frustrating computer-help phone calls should be a thing of the past.

Setup

1. **Your computer must be connected to the Internet.** Using Internet Explorer click in the address bar and type <http://aalrc.org/remote/slave.exe>
2. When asked to SAVE or OPEN the program, select **SAVE** to desktop.
3. After the slave.exe file is saved to your desktop, you should be prompted to OPEN the file; click OPEN. If you are not prompted to open the file, double-click the slave.exe icon  on your desktop. After 10-20 seconds, you should see this ring  appear in your task bar at the bottom right-hand corner of your screen by the clock. This means that it is ready for remote control. That's all there is to it!

FAQ

1. **Is it secure?** The new remote control software does not listen on port numbers. This means that it cannot be detected or attacked by hackers, since it doesn't accept connections.
2. **How long will it take to download?** The file is only 80K. It will only take seconds to download, even on a dial-up connection.
3. **My Internet Explorer is not working, how can I download the program?** I can email the file to you as an attachment. Or you can download it to another computer and transfer it with a floppy.

South Arkansas Adult Education Administrators' Workshop

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The program opened on Tuesday with a general assembly and the presentation of an information panel composed of Klaus Neu, AALRC Services & Materials; Patricia Bates, Policies & Procedures; Bobbie Sanders, AACAE Benefits & Events; and Emily Barrier, Regional Concerns. Topics for the two-day workshop were chosen to meet the sixty-hour requirement for re-certification and presented by regional staff personnel. Topics were also broad enough to be beneficial to non-certified staff. Topics and presenters were Parental Involvement – Jan Lovell; Woodcock Test – Patricia Bates; Assistive Technology – Klaus Neu; Working With the Blind – Harriett Branch; Math Concepts & Skills – Kathy Varnell; Pathways/ WAGE Connection – Lil Williams; Troubleshooting/ Fixing Internet Problems/Security – Rob Pollan; Best Classroom Techniques – Jim Lewis and Susan Knight; Practical ESL – Brenda Truelove; and Power Point – Rob Pollan.



Ms. Linda Kittler, adult education director at SEARK, welcomed participants.



Patricia Bates, Bobbie Sanders, and Emily Barrier (from left to right)

South Arkansas Adult Education Administrators meet quarterly and invite other administrators to attend. The next meeting will be held Wednesday, October 19, 2005, from 12-2:00 P. M. at UAM College of Technology in Crossett. Janie Carter will be the host. The area legislators will be invited to this meeting for an informal get-acquainted period before the business session.

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Wyvill is a past president of the Council of State Administrators for Vocational Rehabilitation, a national organization of chief administrators of public rehabilitation agencies. He's also a past president of the Pulaski County Bar Association and a member of the Arkansas Bar Association. He has served as a Pulaski County election commissioner and was honored by Arkansas Business as one of its top 40 leaders under the age of 40.

Wyvill received the Leadership in Public Service award in 2003 from the League of United Latin American Citizens. He also has received the Golden Torch Award from the Arkansas Association of the Deaf, the Arkansas Trial Lawyers Association's Outstanding New Member of the Year Award and the Arkansas Trial Lawyers Association's President's Award.

Wyvill received the Belle Greve Award in 2004 from the National Rehabilitation Association for the creativity he showed in developing and administering service programs for those with disabilities.

"John has served our state well in every task he has ever been given," Huckabee said. "He will continue to provide us with distinguished service in this post."