V. How to Use the Center for Adult English Language Acquisition (CAELA) Web Site

The CAELA Web site (www.cal.org/caela) continues to change and develop, offering diverse resources to support professional development, classroom instruction, and research. The site is supported by a team of adult English as a second language (ESL) professionals who are available to respond to questions about the Web site and the field. Trainers, teachers, program administrators, and researchers who have suggestions or advice about the CAELA Web site should send an email to CAELA at caela@cal.org or call 202-362-0700, extension 500.

Overview of the CAELA Web Site

The CAELA Web site is an integral part of CAELA's task of helping states build the capacity to provide sustained professional development for adult ESL professionals. More information about CAELA can be found at www.cal.org/caela/about_caela/.

The current structure of the CAELA Web site was created on the basis of feedback from adult ESL practitioners and trainers as well as CAELA's technical working group (www.cal.org/caela/about_caela/workingroup.html). In telephone and face-to-face conversations, ESL professionals and state and local administrators told CAELA staff that to meet their needs, the Web site needs to

- Be logically and simply designed

- Provide several points of entry to the same topics

- Provide complete but concise contextual narrative

- Provide a wide range of information and resources, but emphasize the practical

- Provide appropriate links to a wide range of teacher, learner, and program resources

Structure

From the CAELA home page, users can access the resources through the left navigation bar, the search and advanced search functions, the Quicklinks feature, and the home page itself.

Left Navigation Bar

The left navigation bar, available to users from all the pages on the site, lists resources in the order of relevance. Following are the subcategories in each section:

- ▶ **Tools**
  - o Instructional tools
  - o Program development tools

- ▶ **ESL Resources**
  - o Bibliographies
  - o Books & reports
  - o Briefs
  - o Collections
  - o Digests
  - o FAQs

- ▶ **Research**
  - o ESL resource database
  - o Statistics
  - o Research links

- ▶ **State Capacity Building**
  - o Updates
  - o *CAELA Guide for Adult ESL Trainers*

▸ **About CAELA**

- o History
- o Press releases
- o Partners
- o Technical working group
- o About CAL
- o Staff directory
- o Contact us
- o Newsletter

A calendar of CAELA, adult ESL, and adult education functions, as well as instructions for subscribing to *CAELA Currents,* are also accessible from the left navigation bar.

Advanced Search Function

Located at the top right of the home page (and each page of the site), this function allows users to search the CAELA Web site for specific words, phrases, or topics, such as workplace ESL, English literacy/civics, family literacy, and learning disabilities.

Quicklinks

The Quicklinks feature, located on the home page and throughout the site, allows users to go directly to the following high-interest areas: briefs, digests and Q&As (questions and answers), ESL resources, FAQs (frequently asked questions), research, and the *Practitioner Toolkit: Working With Adult English Language Learners*.

Home Page

The home page highlights new resources and information (e.g., briefs and capacity building updates) and addresses current *Ask CAELA* questions. *Ask CAELA* features a question of the month and provides in-depth answers to questions on important issues in the field.

Resources

The CAELA Web site is continually being augmented, but the table below provides an overview of the current resources available.

Table 1. CAELA Resources as of 2006

Resources	Description
Bibliographies	Mostly annotated bibliographies on topics of interest to adult ESL educators. Topics include program and content standards, second language acquisition, health literacy, and the extensive *Research on Reading Development of Adult English Language Learners: An Annotated Bibliography*. www.cal.org/caela/esl_resources/bibliographies.html
Briefs	Topics include adolescent learners, online professional development, how adult ESL reading instruction differs from adult basic education (ABE) reading instruction, multilevel classes, understanding and using adult ESL content standards, transitioning to post-secondary education, and English literacy and civics education. www.cal.org/caela/esl_resources/briefs.html
Collections	Online collections include background information, links, and print resources on important issues in adult ESL, such as assessment and evaluation, civics education, learning disabilities and adult ESL, second language acquisition, working with literacy-level adult English language learners, and basic information that beginning teachers and tutors need to know about teaching adult English language learners. www.cal.org/caela/esl_resources/collections.html
Digests and Q&As	Topics include methods and approaches for teaching adult ESL, professional develop-ment, program design, second language acquisition, technology, and workplace ESL. www.cal.org/caela/esl_resources/digests.html
FAQs	Addresses basic questions about adult English language learners and teaching adult ESL, such as the following: What is English as a second language (ESL)? How long does it take an adult to learn English? What instructional practices best meet the needs of adult English language learners? www.cal.org/caela/esl_resources/faqs.html
Practitioner Toolkit: Working With Adult English Language Learners	A 238-page downloadable compendium of programs for practitioners working with adult English language learners (with an emphasis on family literacy contexts). The toolkit includes background information, activity packets, and information about helping English language learners transition into other education programs and prepare for citizenship www.cal.org/caela/tools/program_development/prac_toolkit.html
Research: ESL Resource Database	Searchable annotated database with links (when available) to documents. www.cal.org/caela/research/resource_database.html

Other Resources	Additional resources include statistics, links, and seminal papers, such as *Research Agenda for Adult ESL* (www.cal.org/caela/esl_resources/agenda.pdf) and *Adult English Language Instruction in the 21st Century* (www.cal.org/caela/esl_resources/languageinstructionEng.pdf); proceedings from national meetings, such as *The National Symposium on Adult ESL Research and Practice* (www.cal.org/caela/esl_resources/nationalsymposium.pdf); instructional materials, such as *Picture Stories for ESL Health Literacy* (www.cal.org/caela/esl_resources/health/healthindex.html); and *Ask CAELA* (www.cal.org/caela/ask_caela/).

Use of the Web Site for Professional Development, Classroom Instruction, and Research

The CAELA Web site is designed to meet the diverse needs of practitioners, who access it for multiple reasons and from several points of entry. State and program administrators, trainers and professional developers, teachers, and researchers use the Web site for many reasons. Below are examples of how the site can be used to enhance professional development, improve classroom instruction, and provide access to research. If users need specific advice on how to use the site for their own purposes, they should send an email to caela@cal.org or call 202-362-0700, extension 500.

Professional Development

Adult ESL teachers, trainers, and administrators face many professional challenges. Barriers to professional development include part-time employment, frequent turnover of teaching staff, widely divergent professional qualifications among staff, a diverse and mobile learner population with variable needs, limited and uncertain funding, and geographic and technological barriers. As states and programs struggle to build ongoing, responsive professional development systems, they often face the task of training new teachers and administrators. The examples below show how using the CAELA Web site can provide the resources needed for ongoing professional development.

Example 1

Situation: A state has organized a series of professional development activities that will include face-to-face workshops, peer mentoring, and study circles to begin at next summer's state adult education institute. The state's ABE/adult ESL trainer has retired, and her replacement is relatively new to teaching adult ESL and knows little about professional development or about adult English language learners.

How the CAELA Web site can help: In the months before the new trainer begins the training, she can use the CAELA Web site to access information on both professional development issues and adult ESL content and methods. The following sources should prove particularly useful:

▸ **Bibliography:** *Online Adult Professional Development Resources for Adult ESL Educators*

Available at www.cal.org/caela/esl_resources/bibliographies/pdonline.html

This annotated bibliography offers a selection of some of the most comprehensive and useful online resources available to practitioners.

▸ **Briefs**

Available at www.cal.org/caela/esl_resources/briefs.html

Because CAELA's briefs have all been written since 2005, they give the trainer information about current topics in the field of adult ESL education. Of particular note is the brief titled *Online Professional Development for Adult ESL Educators*. This brief describes current efforts to provide online professional development opportunities and resources for adult ESL teachers and discusses factors that should be considered in the development, delivery, and evaluation of professional development.

Other briefs include the following:

    o   *Adolescent Learners in Adult ESL Classes*

    o   *Applying Research Findings to Instruction for Adult English Language Students*

    o   *English Literacy and Civics Education*

    o   *How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?*

    o   *Online Professional Development for Adult ESL Educators*

    o   *Problem–Based Learning and Adult English Language Learners*

    o   *Promoting the Success of Multilevel ESL Classes: What Teachers and Administrators Can Do*

    o   *Supporting Adult English Language Learners' Transitions to Postsecondary Education*

    o   *Understanding Adult ESL Content Standards*

    o   *Using Adult ESL Content Standards*

    o   *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs*

▶ **Digests:** Professional Development Series

Available at www.cal.org/caela/esl_resources/digests.html#profdev

The nine digests in this series provide information about specific adult ESL topics, such as working with beginning-level learners, using video-based distance education, and working with learners who have learning disabilities.

▶ **Digests:** Program Design Series

Available at www.cal.org/caela/esl_resources/digests.html#prog

The digests in this series can help the professional developer learn about types of programs and classes (e.g., English literacy/civics, native language literacy) and issues (e.g., outreach and retention, transitioning to academic programs) in adult ESL education to better understand the perspectives of the teachers and programs.

Example 2

Situation: A large Western state with a rapidly increasing immigrant population conducted a teacher survey that included a teacher background and needs assessment. The state adult education office plans to use these data to strengthen the adult education system. The survey results indicate that while several teachers in the capital city area have academic backgrounds and experience in adult ESL, those in other parts of the state do not. Results of the needs assessment indicate that the teachers want training in the following areas: teaching multilevel classes, teaching reading, and facilitating second language acquisition.

The trainer charged with providing the training taught adult ESL for many years, so she knows about multilevel classes. She is less comfortable with having to teach reading, however, because she is unfamiliar with current research and resources; in fact, the texts she used are no longer in print. She is not at all comfortable with having to provide training on second language acquisition. The trainer did most of her ESL teaching in the 1980s when the focus was seat-of-your-pants, competency-based instruction, without much theoretical underpinning.

How the CAELA Web site can help: This experienced trainer can use the CAELA Web site to learn about reading and second language acquisition before developing a professional development plan. Some of the materials will also be used in face-to-face trainings and for follow-up.

For information on reading instruction, the trainer can read or review the following resources:

▶ **Brief:** *How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?*

Available at www.cal.org/caela/esl_resources/briefs/readingdif.html

▶ **Bibliography:** *Research on Reading Development of Adult English Language Learners: An Annotated Bibliography*

Available at www.cal.org/caela/esl_resources/bibliographies/readingbib.html

- **Digest:** *Reading and Adult English Language Learners: The Role of the First Language*

  Available at www.cal.org/caela/esl_resources/digests/reading.html

- **Collection:** *Reading and Adult English Language Learners*

  Available at www.cal.org/caela/esl_resources/collections/reading.html

- **Digest:** *Reading and the Adult English Language Learner*

  Available at www.cal.org/caela/esl_resources/digests/Read.html

- *Practitioner Toolkit: Working With Adult English Language Learners*

  Activities to Promote Reading Development

  Available at www.cal.org/caela/tools/program_development/elltoolkit/Part2-57 ActivitiestoPromoteReadingDevelopment.pdf

For information on second language acquisition, the trainer can read or review the following resources:

- **Digest:** *Second Language Acquisition in Adults: From Research to Practice*

  Available at www.cal.org/caela/esl_resources/digests/SLA.html

- **Collection:** *Second Language Acquisition*

  Available at www.cal.org/caela/esl_resources/collections/SLA.html

As the trainer reads through the documents and resources, she can contact CAELA staff (caela@cal.org) with questions about the topics and for suggestions about effective training techniques.

Classroom Instruction

Adult ESL teachers and tutors often need advice on activities, methods, and approaches that can work in their particular situations. The following two examples show how a novice instructor and an experienced instructor might use the CAELA Web site.

Example 1: Novice Instructor

Situation: A rural section of a state has seen a recent, rapid increase in adult immigrants who have come to the area to take entry-level jobs at a meat-packing plant. Up until now, the small adult education center has offered only ABE and General Education Development (GED) preparation classes. Any immigrants who wanted to study took the ABE class. Now, there are enough adult English language learners to support a class, so one of the ABE teachers—a former middle school math teacher—has agreed to teach the class. It will be 7 months before the yearly adult education conference, and the ESL class begins in 3 weeks.

How the CAELA Web site can help: By accessing the CAELA Web site, the teacher can begin learning independently about adult ESL.

First, she can visit the Frequently Asked Questions (FAQs) page under ESL Resources (www.cal.org/caela/esl_resources/faqs.html). While all 19 FAQs are relevant to a novice teacher, for this teacher the most immediately pertinent FAQs may be as follows:

7. What are the characteristics of adults learning English in the United States?

8. How do adult English language learners differ from adult basic education (ABE) learners?

9. What instructional practices best meet the needs of adult English language learners?

11. How long does it take an adult to learn English?

12. How can I find out more about teaching English as second language?

18. What do beginning adult ESL teachers, tutors, and volunteers need to know?

Each FAQ cites briefs, digests, and other resources relevant to the specific topic.

Second, now that the teacher has become familiar with these FAQs, she can make use of the following four resources:

1. **Q&A:** *Beginning to Work With Adult English Language Learners*

   Available at www.cal.org/caela/esl_resources/digests/beginQA.html

   This paper gives a concise overview of four essential questions that all adult ESL teachers should consider: How do the principles of adult learning apply to adult English language learners? What do instructors need to know about second language acquisition (SLA)? What do instructors need to know about culture and working with multicultural groups? What instructional approaches support second language development in adults?

   If the novice teacher has no more time than to thoroughly study this Q&A, she could discover the basics of the principles and methods that are appropriate for adult ESL from this brief overview.

2. **Online Resource Collection:** *What Beginning Teachers and Tutors of Adult English Language Learners Need to Know*

   Available at www.cal.org/caela/esl_resources/collections/beginning.html

   This collection includes links to CAELA and other resources, including articles, reports, teacher reference books, curricula, organizations, an electronic discussion list, and policy issues that affect the field. For the novice teacher, with limited time to absorb a huge amount of data, the practical advice gathered from an experienced teacher focus group may demystify the field. The advice includes such comments as "Write the day's agenda on the board," "Do a lot of physical activity," and "Limit teacher talk."

3. *Practitioner Toolkit: Working With Adult English Language Learners*

   Available at www.cal.org/caela/tools/program_development/CombinedFilesl.pdf

   Because this 238-page compendium was developed to serve the needs of practitioners new to adult ESL, many of the topics of concern to the novice are addressed here. Topics include background characteristics of nonnative speakers in the United States, assessment and needs assessment, and ways to promote interaction and communication (www.cal.org/caela/tools/program_development/elltoolkit/Part2-41Interaction& Communication.pdf) and reading development (www.cal.org/caela/tools/program_ development/elltoolkit/Part2-57ActivitiestoPromoteReadingDevelopment.pdf). Because the toolkit was developed specifically for family literacy programs, several sections specifically related to parent education may not be directly relevant.

4. **Brief:** *How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?*

   Available at www.cal.org/caela/esl_resources/briefs/readingdif.html

   Focusing on the skill of reading, this brief makes the critically important point that teaching adult English language learners requires different approaches than teaching adult native English speakers.

The teacher can also subscribe to the quarterly online newsletter *CAELA Currents* (www.cal. org/caela/subscribe.html) and the adult ESL electronic discussion list (www.nifl.gov/lincs/ discussions/discussions.html). The newsletter will help connect the novice to current activities in the field, and the electronic discussion can provide a forum for communicating with approximately 850 adult (mostly) ESL practitioners from across the country and around the world.

Finally, the teacher can use the CAELA Web site for a systematic, focused course of self-study. In fact, throughout the process of her self-education, the novice teacher can use the CAELA Web site as a way to methodically develop her professional knowledge of adult ESL—to become, in effect, her own teacher. Here are some of the things she can do:

1. Begin a journal in which she keeps track of questions and concerns she has about teaching adult ESL. As she reads through the online resources, she can jot down possible answers or explanations.

2. Narrow the scope of study to one or two goals that fit into her time frame and her situation. For example, if adult immigrants at the meat-packing plant have beginning-level skills in speaking, reading, and writing English, there is no immediate reason for the teacher to study how adult ESL learners can transition to GED or community education. Rather, she should access documents directly relevant to her situation, such as *Working With Literacy–Level Adult English Language Learners* (www.cal.org/caela/ esl_resources/digests/litQA.html).

3. Systematically choose, try out, and reflect on specific activities, such as those found in the activities sections of the *Practitioner Toolkit*. After trying out a new activity in the classroom, she can reflect on the experience, asking herself the following questions:

How did the activity work? What would make it better? Is it worth trying again? Then she can jot down the reflections in the journal.

4. Send an email to CAELA staff (caela@cal.org) with questions about instructional practice, appropriate learning materials, use of technology, sources of information about specific cultural groups, and other concerns.

5. Share questions, concerns, and information with the adult ESL discussion list community.

6. Set aside a regular time to share new knowledge and concerns with the program administrator, who can also benefit from the new knowledge. The novice can ask the administrator to observe the class, making sure that the observation focuses on the activities and approaches she has been experimenting with.

7. Go back to her journal after several weeks, and again after several months, to review the initial set of questions and concerns to see which questions have been answered, which remain, and what new questions have arisen.

Example 2: Experienced Instructor

An experienced instructor might use the CAELA Web site to search for a specific resource, reference, or link when presented, as in the example below, with a new or challenging teaching assignment.

Situation: An instructor teaches in a large, multifaceted, urban adult ESL program that supports nine levels of instruction. He has taught high intermediate and advanced classes for several years, but has just been asked by his supervisor to switch to teaching the beginning-level class. Learners in this class typically have very limited English proficiency and had little or no access to education in their native countries. The class is made up of learners from 11 countries who speak at least seven languages. The instructor has a Teachers of English to Speakers of Other Languages (TESOL) certificate from a local university and keeps up on new textbooks and resources for the higher levels, but he is uncertain about how to teach people who "never went to school."

How the CAELA Web site can help: First, the teacher can use the CAELA Web site to access information and links that are specific to his situation. The teacher has accessed the CAELA Web site before, but he is now looking for information targeting beginning levels. He can find pertinent information from the following sources:

▸ **Collection:** *Working With Literacy–Level Adult English Language Learners*

Available at www.cal.org/caela/esl_resources/collections/literacy.html

This online resource collection offers background information about literacy-level learners as well as a wide variety of annotated links to CAELA resources, newsletters, articles, discussion lists, teacher reference books, and learner textbooks. The collection also includes advice on appropriate terms and procedures for searching the topic in the ERIC database and links to relevant organizations.

▸ **FAQ:** *What instructional practices best meet the needs of literacy–level adult English language learners?* (FAQ #19)

Available at www.cal.org/caela/esl_resources/faqs.html#nineteen

This FAQ provides background information about literacy-level learners, links to CAELA and other resources, and describes several effective classroom activities such as class surveys, dialogues, dictations, and Language Experience Approach (LEA). The FAQ might be a good place for the experienced teacher to get an overview of issues, resources, and activities related to literacy-level learners.

▸ **Q&A:** *Working With Literacy–Level Adult English Language Learners*

Available at www.cal.org/caela/esl_resources/digests/litQA.html

This paper describes literacy-level learners and the skills they need to develop. It also discusses effective practices for literacy-level classes and gives examples of activities and techniques that support these practices. The experienced teacher will be able to compare the information here with his experiences with higher levels to see what techniques and strategies are the same and what should be added or adapted. Other digests that deal with this topic include *Teaching Low–Level Adult ESL Learners* (www.cal.org/caela/esl_resources/digests/HOLT.html) and *Teaching Multilevel Adult ESL Classes* (www.cal.org/caela/esl_resources/digests/SHANK.html).

▸ **Annotated Bibliography:** *Beginning– and Literacy–Level Adult ESL Learners*

Available at www.cal.org/caela/esl_resources/bibliographies/literacy.html

This 2006 bibliography describes print and online sources ranging from research studies to how-to guides for working with adult immigrants who have had little or no access to formal education.

▸ **Digest:** *Reading and Adult English Language Learners: The Role of the First Language*

Available at www.cal.org/caela/esl_resources/digests/reading.html

This digest discusses how learning to read in another language is related to a learner's first language. Does the learner speak a language that is not written or is just in the process of being written, such as Somali Bantu? Is the learner from a culture that uses nonalphabetic writing, such as Chinese, or is the learner familiar with a non-Roman alphabet, such as Arabic, Russian, Korean, or Thai? Or is the learner illiterate, although her language uses a Roman alphabet, because she never had the opportunity to go to school?

The experienced teacher is familiar with learners who mostly had at least a high school education and who had studied English at home or in the United States. Because of this, he had no need for this information before. This article can help him better understand the diverse learners in his class.

▸ **Digest:** *Trauma and the Adult English Language Learner*

Available at www.cal.org/caela/esl_resources/digests/trauma2.html

Immigrants and refugees at all levels may have experienced trauma in their home countries, in transition to the United States, and in their current situations. Because trauma is one of the reasons that learners may not perform well during intake interviews, on standardized assessments, and in class, some of these learners may end up in the beginner class even if their actual English proficiency level is higher. The experienced teacher may want to skim this digest, as well as several others that deal with learning and sociocultural concerns. Available at www.cal.org/caela/esl_resources/digests.html#culture, the resources include *ESL Instruction and Adults With Learning Disabilities*, *Refugees as English Language Learners: Issues and Concerns*, *Cross-Cultural Issues in Adult ESL Classrooms*, and *Mental Health and the Adult Refugee: The Role of the ESL Teacher*.

▸ *Picture Stories for ESL Health Literacy*

Available at www.cal.org/caela/esl_resources/Health/healthindex.html

The experienced teacher may need some step-by-step examples of appropriate activities that help beginning-level learners acquire language and the content they need. This section of the CAELA Web site gives the rationale, general instructions, and detailed instructions for using picture stories to teach eight important health topics, including medical emergencies, good nutrition, and depression. These lessons are of particular use to learners who may need visual support for learning. To the teacher who is only familiar with intermediate and advanced learners, the stories also model the amount and type of preparation needed when working with beginners.

▸ *Literacy- and Beginning-Level Texts for Adult English Language Learners*

Available at www.cal.org/caela/esl_resources/littext.html

This annotated bibliography of textbooks can introduce the teacher to appropriate materials and publishers of materials for his beginning-level class.

Like the novice teacher, the experienced teacher can also use the CAELA Web site to educate himself in a systematic and focused way about the needs of his beginning-level students. Here is how he might proceed:

1. Begin a journal, keeping track of questions and concerns about teaching a beginning-level class.

2. Systematically choose, try out, and reflect on specific activities such as those recommended in *Working With Literacy-Level Adult English Language Learners*, other digests, and the picture stories. After trying out a particular activity, he can ask himself the following questions: How did the activity work? What would make it better? Is it worth trying again? Then he can jot down the reflections in his journal.

3. Subscribe to the adult ESL electronic discussion list available at www.nifl.gov/lincs/discussions/discussions.html. Through this discussion list, the instructor can communicate with other teachers who work with beginning-level adult English language learners. In fact, list participants regularly ask and answer questions about how to best teach beginning-level classes.

4. Send an email to CAELA staff (caela@cal.org) with questions about strategies that are most effective with beginning-level learners, research informing instructional practice, and sources of information about specific cultural groups.

5. Set aside a regular time to share new information and techniques with the program administrator; ask the administrator to observe the class.

6. Review the initial journal questions and concerns after several weeks, and again after several months, to reflect on what has worked well, what questions or concerns remain, and what knowledge has been gained.

Research

The entire CAELA Web site can be used for research by all users. However, under the Research dropdown menu on the site, the ESL Resource Database and Statistics links may offer the most information to researchers, students, government officials, and the press.

ESL Resource Database

Because it is focused on adult ESL, the CAELA ESL Resource Database is particularly useful for researchers who are searching for resources on their topics of interest and have limited time to search. The database includes some seminal materials from Grades K–12, higher education, and adult basic education, but it highlights documents that are germane to teaching adult ESL, including many of CAELA's own publications.

The searchable ESL Resource Database at www.cal.org/CALWebDB/CAELATracker/CAELA List.aspx contains more than 70 entries, with each entry providing the following information:

▸ Title, author, availability (including live links when available), item identification number, and publication date

▸ Document type, such as dissertation/thesis, curriculum, journal article, report, and research (experimental, quasi-experimental, or case study)

▸ Population with which the work is concerned (e.g., older adults, refugees, immigrants, non-Latin alphabet users)

▸ Groups for which the work will be useful (e.g., administrators, community leaders, curriculum developers, funders, practitioners, researchers, policy makers, social workers, teacher educators, and teachers)

▸ Abstract

Table 2 shows a sample database entry.

Table 2. Sample CAELA ESL Resource Database Entry

Title	Where Immigrants Settle in the United States
Authors	Barry R. Chiswick, Paul W. Miller
Live Link	www.iza.org/en/webcontent/publications/papers/viewAbstract?dp_id=1231
Item ID	0006
Document Type	DAT, REP, ART [Data; Report; Article]
Availability	Journal of Comparative Policy Analysis, 2004, v6 n2, p185-197. Full text available online (as IZA Discussion Paper No. 1231) at: www.iza.org/en/webcontent/publications/papers/viewAbstract?dp_id=1231
Date	2004
Population Type	Immigrants
Useful To	Policy makers, Researchers
Abstract	Economic, social, and political impacts of immigrants' place of settlement in the United States (based on a study of 1990 Census data) result largely from high geographic concentration. Immigrants usually live in central parts of Metropolitan Areas in "gateway cities" (major international airport) in California, New York, Texas, Florida, New Jersey, and Illinois. The recent shift from choosing east coast metropolitan areas to preferring California reflects greater numbers from Asia, Mexico, and other parts of Latin America (rather than Europe or Canada). Other differences relate to linguistic origin and period of arrival. Data include 6 tables of Census figures.

Researchers can search the database by entering keywords (e.g., workplace, technology, immigrants), type of document (e.g., curriculum, journal), the author, or the publication date in the search box.

For example, a program administrator who is planning to start a family literacy program could type "family literacy" in the search box. The database search results would then report five documents that directly pertain to the topic (see Table 3): an annotated bibliography, a review of research, two dissertations (one a case study and one an experimental study), and one broad-based curriculum. Four of the documents are available in full text from the link, and a 24-page preview of the fifth document (the experimental study) is available for download. Good research practice dictates searching at least one other database (e.g., Educational Research Information Clearinghouse [ERIC]); however, reviewing or reading the representative range of materials available on CAELA can help the administrator make decisions informed by several perspectives.

Table 3. Family Literacy Search

Annotated Bibliography on Family Literacy.	Eunice N. Askov, Eugenio Longoria Saenz, Elisabeth L. Grinder, Shara Kinney, Maria Marvin	0017
The Outcomes and Impacts of Adult Literacy Education in the United States.	Hal Beder	0036
A case study of parental behaviors in an English language learner community technology literacy lab setting and the extension of the behaviors in the home.	Jenny Lea Preston	0045
The effects of mothers' participation in a preschool family literacy program on mothers' English language and literacy.	Colleen M. Cross	0061
REEP ESL Curriculum for Adults.		

Statistics

Scholars, members of the press, and government officials often need statistics on foreign-born and adult ESL learners. There is a bewildering quantity of statistics available from such large providers as the U.S. Census Bureau (www.census.gov/) and the National Center for Education Statistics (NCES) (http://nces.ed.gov/). Because CAELA's statistics page, Statistics and Data Related to Adult English Language Learners (www.cal.org/caela/research/statistics.html), focuses on statistics related to immigrants and adult ESL, it narrows the scope of the search.

CAELA's statistics page includes annotated links to information about languages; information about immigrants and refugees (e.g., Ethnologue, Migration Information Center, and Pew Hispanic Center); targeted data from the U. S. Census Bureau (e.g., Facts on Minority Population Groups and Profile of the Foreign-Born Population in the United States); and education data (e.g., number of adults—by gender, ethnicity, and age—in education programs funded by the U.S. Department of Education).