



the **Change** Agent

*An Adult Education Magazine
for Social Justice*



Using the “Transportation” Issue in the Classroom



*New England Literacy
Resource Center*



WORLD EDUCATION

changeagent.nelrc.org

Contact People

Webinar Facilitator

Cynthia Peters

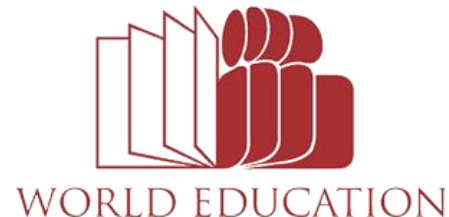
Editor of *The Change Agent*

cpeters@worlded.org

617.482.9485 x3649



*New England Literacy
Resource Center*



Webinar Host

Ben Bruno

Media Specialist

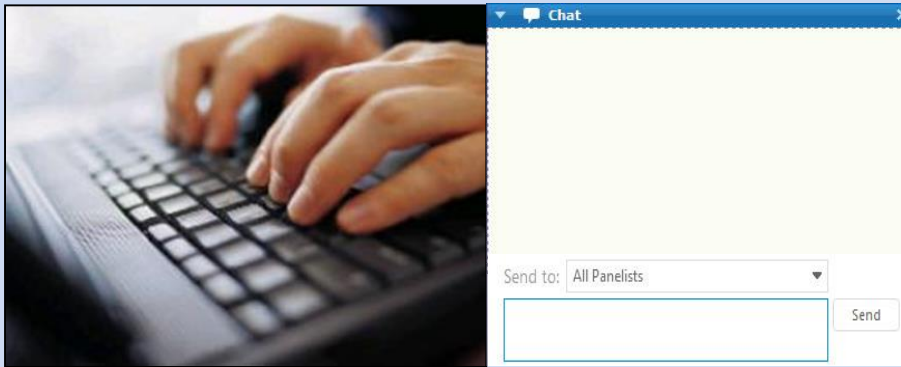
bbruno@worlded.org

617.482.9485 x3629

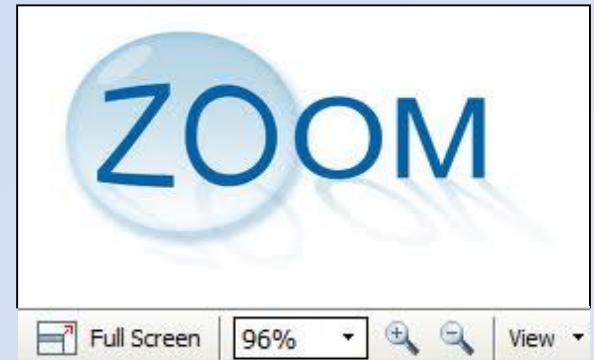


Webinar Tools

Use chat box for discussion



Adjust Screen



Write your questions in the chat box.

*Please remember to please send chats to “**all participants**” **NOT** “all attendees.”*



The Change Agent is available in print (individual or bulk subscriptions), and selected articles are available in audio



ONLINE access is free...



*...if you are in a
state-funded
program in New
England. Contact
us to find out how
to get access.*

ONLINE access is low cost...



*...if you live outside
New England. Visit
our website to find
out how to get one
or multiple online
subscriptions.*

changeagent.nelrc.org

In this webinar, you will:

- A. Explore these highlights in this issue:
 - 1. Using graphic organizers
 - 2. Extending knowledge
 - 3. Taking action
 - 4. A career ladder in transportation
- B. Using the “Call for Articles” to teach CCR-aligned skills
 - 1. Knowing your audience
 - 2. Referencing the text
 - 3. Developing your ideas in the context of others.

Warm-Up:

How is transportation an issue for your students?



Graphic Organizers

- Push students to do a careful read and fully comprehend the details because they have to sort the information they have read.
- Give students a strategy for figuring out the main idea of a piece – because they have a *visual* take on it that they didn't have before.
- Help students see how charts work – because the information might be organized vertically as well as horizontally.
- Help students think about their own writing!

The First Five Articles in this Issue

I Ride My Bicycle to Class

Tuong

I don't understand why everyone is so surprised that I ride my bicycle to class four days a week. Yes, it takes me one hour from my house to school and one hour from school back to my house. I ride my bicycle because I do not have car!










The teachers and my classmates are so nice. They all say I am improving. The school is like a family even when we cannot understand each other.

I would tell anyone who is studying English to keep studying. Never give up learning.

What Did the Author Say?



Find something that the author says is positive and something that is challenging about each form of transportation. (There may not be one of each for each form of transportation.)

Something Positive	Author	Something Challenging
	 Tuong	
	 Sigrid Burris	
	 Ana Orellana	
	 Myla Wofford	
	 Javonte Dillon	

The First Five Articles in this Issue

I Ride My Bicycle to Class

Tuong



I don't understand why everyone is so surprised that I ride my bicycle to class four days a week. Yes, it takes me one hour from my house to school and one hour from school back to my house. I ride my bicycle because I do not have a car.

The teachers and my classmates are so nice. They all say I am improving. The school is like a family even when we cannot understand each other.

I am not like anyone who is studying English just to get a degree. Never give up learning.

LEVEL 3

Walking Gets Me There

Sigrid Burris



When I need to go someplace, I usually walk. Luckily, I live in a city, so it is easy to get around.

Each weekday morning, I walk to the Trenton Area Soup Kitchen where I work. The walk from my house to work is about 10 minutes.

It is a problem with the heat in the summer. On really hot days, I feel like I am about to die. On the hottest days, I have to ask someone to drive me. On the other hand, I love walking in the winter.

LEVEL 4

The Lady on the Bus

Ana Orellana



Public transportation is helpful and economical. It is cheaper than driving a car. You don't have to buy gas or insurance or pay for parking. It can be very convenient and you can read or study on the bus. You also have the chance to meet new people.

It was very cold. When the bus arrived, I got on and showed the driver my pass. The bus driver told me that my bus pass expired the day before. I was very confused. I said, "Oh, my God! It's so rainy and I don't have a car. What shall I do? I don't have any money in my pocket."

LEVEL 5

Mighty Blessings

Myla Wofford



A friend told me about a program called the Benevolent Fund, operated by Mike's Auto-body. The Fund gives free cars to families in need. To apply, you have to write an essay about your day-to-day struggles. And boy did I have struggles! In my essay, I talked about how I was trying to get my high school diploma. I described how challenging it was to get my children to their appointments and myself to work and school. Having the car has taught me that I'm capable of achieving my dreams.

It was challenging to get myself from job to job, from job to school, and from school to home on public transportation.

to the next job or to school. Sometimes I was not getting enough sleep at all! I had to go straight into the house, shower, and leave again. I don't know how I made it.

And then I was blessed with this car! The benefits of having the car are that I'm able to get my children to their doctor's appointments and myself to work and school. Having the car has taught me that I'm capable of achieving my dreams.

This vehicle has improved my life in so many ways.

LEVEL 6

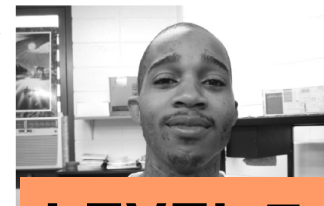
the freeway, and navigating the world. I don't know how I made it. I don't know how I made it. I don't know how I made it.

This is How I Leave Prison Every Night

Javonte Dillon



I'm in prison, but my mind is not. Sometimes when I lay down, I think about my future. What do I want when my freedom comes? The thing I think about the most is how I'm going to earn money in the right way, so I won't spend one more day in prison.



LEVEL 7

They start to lose their minds. I have seen so much. One time this dude used the restroom on himself and wiped it all over his face and body. Another time I saw this man try to hang himself because he didn't want to be on lockdown. That's just a little bit of what I've seen.

**Other activities on most pages.
For example:**

Evaluate a Paragraph

Circle all the topic sentences in the body paragraphs. Then pick one paragraph and list the details that Sigrid provides to support her topic sentence:

1. _____
2. _____
3. _____

I Don't Want to Miss One Tiny Thing

Adeline Zila

Traveling is one of my favorite things to do because I like to explore the world. Even if the trip is long, I still have fun. For example, I enjoy reading because I can gain more knowledge and it makes the time go by quickly. Additionally, I might drink some coffee to keep me awake because I love to experience everything and I don't want to fall asleep and miss one tiny thing. When I travel, I like to speak to other passengers so we can share some ideas about life and our experiences. Meeting new people is always a good way to pass the time. Lastly, I like to take pictures so I can have some memories of my travels. I then share those beautiful memories with my family and friends.



Adeline Zila, originally from Haiti, studies English at Atlantic Technical College in Fort Lauderdale, FL. Adeline is a 43-year-old mother of three sons and is a member of the Seventh Day Adventist Church. Adeline is aspiring to become a sales executive and is looking forward to obtaining her diploma and attending college. She strives to set a good example for her kids.

What She Likes and Why

In the left column list something Adeline likes. In the right column, explain why she likes it.

Something Adeline Likes

Why She Likes It

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Take it further. Make a new chart showing what you and your classmates like to do while traveling and why.

Different as Sky and Land

Sayed Sayedi

There is a big difference between our transportation in Afghanistan and the transportation in the U.S. It's like the difference between sky and land. In Afghanistan people still use animals because we don't always have roads. Even in our capital, most of the roads are not paved. We have traffic lights, but many do not work. Also, there are no street lights, so it's difficult to drive at night. People don't always use seatbelts. Sometimes two people use the same seatbelt, which is dangerous. People walk in the streets, and the drivers don't pay attention. A car once ran over my foot as I crossed the street, and I have seen many people hit by cars. In the U.S., the roads are paved. The traffic lights and street lights work. Most people follow traffic laws and watch out for others. In Afghanistan, travel can be crazy. Travel in these two countries is as different as sky and land.



Sayed Sayedi is an ESOL student in the North Kansas City School District Adult Education Program in Kansas City, MO. He is married and has four children. Education is very important to his family, and he is enjoying all the new things he is learning in America.

Transportation in Afghanistan		Transportation in the United States	
Infrastructure	People's choices	Infrastructure	People's choices

Fill out this chart. Write what the author says about infrastructure and people's choices in Afghanistan and in the U.S. ("Infrastructure" refers to the buildings, roads, and power supplies we need for transportation.) Do you agree with the author that the two countries are as different as sky and land?



Free to Travel

Wan Kievlan

In my city in South Korea, everything is close together. Often, you can walk to the store. People use public transportation because it is less expensive than owning a car. Also, there are many buses, so if you miss one bus, you don't need to wait too long. The subway works well, too. It can save you a lot of time.

In the U.S., everything is spread out. You need a car to get to the store. There are some buses but they don't run near my house, and sometimes you have to wait a long time for the bus to come. I needed a way to get to the store and to work, so my husband taught me to drive. We would fight a lot while I was learning. I failed the driver's test two times, but I got my license the third time. It was so exciting. I felt like I could go anywhere I wanted any time I wanted. I felt free.



Wan Kievlan is an ESOL student at the North Kansas City School District Adult Education Program in Kansas City, MO. She met her husband during his military service in South Korea where she worked as a teacher. They have two children and enjoy life in the U.S.

Transportation in South Korea		Transportation in the United States	
Urban design	Public transportation	Urban design	Public transportation

Fill out this chart. Write what the author says about urban design and public transportation in South Korea and in the U.S. ("Urban design" refers to rules that say what buildings and roads will be built, what the city will look like, and how it will be used by regular people.)



What do you think about graphic organizers? Are you interested in trying these? Are they similar to or different than what you already use?



Extend Knowledge

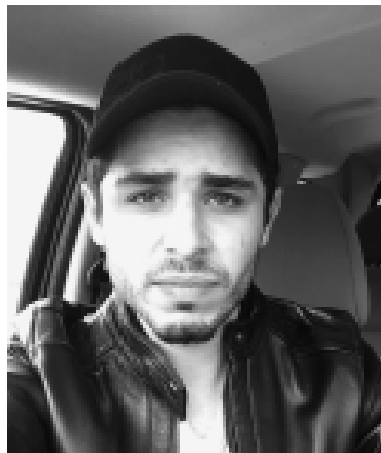
- Use relevant content as a jumping off point to learn history, government, science, and more.
- Develop research projects that meet students' needs *and* build knowledge.

Using Transportation in the U.S. ...

Not Finding My Way with GPS

Adnan Mesrabi

I had been in this country for only two weeks. It was my first day at the University of New Haven. It was very cold. I did not have a car. I did not want to miss my first day at the university. I had only one choice: the train. Inside the train, I was comfortable and warm, but outside the train, I was freezing. I used my GPS to get directions to the university, but I forgot to put my GPS on "walk" mode. I left it in "drive" mode.



It took me to Interstate 95. I was very confused, and I was going the wrong way. I did not know what I could do. I decided to return to the train station and wait for my friends to give me a ride.

Adnan Mesrabi is originally from Syria. He left his country in 2012 because of the war. He was a good student. In his last year in high school, he was ranked second in his city. Now he is at student at East Shore Region Adult & Continuing Education in Branford, CT, where he is studying for the TOEFL so that he can go to college.



GPS uses satellites to calculate your position on Earth.

The Camel Did a U-Turn

Syed Naqvi

In my childhood, the pace of life was slow. We lived in a small village in India. We bartered services and traded goods. We didn't know about big business or corporate culture. People seldom travelled long distances. Life was simple. Families supported each other. As children, we enjoyed au-

We set out late in the evening, and we thought that the camel would get us home by early morning.

tonomy within reasonable limitations. Everything we needed was accessible by walking. We treated rivers, hills, and valleys as common property. We grew our own seasonal produce.

Craftsmen and tradesmen passed their skills on to their sons. Thus, life could be sustained with meager resources.

For transportation, ordinary people used horse-, camel-, or donkey-carts. One summer in the 1940s, my father hired a camel-cart to drive

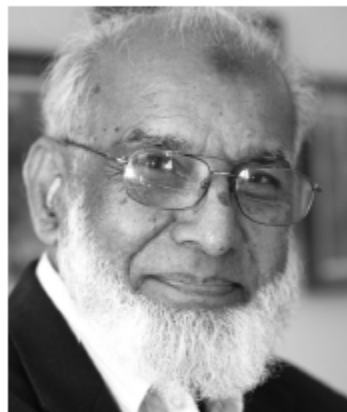
us from the railway station to our hometown, some 16 miles away. We set out late in the evening, and we thought that the camel would get us home by early morning.

The weather was pleasant, so we boys got off the slow-moving cart to pick up ripe mangoes that had fallen on the ground. We drew much pleasure from eating them. In the middle of night, when all of us including the old camel driver were asleep, the camel apparently stopped to eat the leaves of a neem tree. Camels love neem leaves, though they taste bitter to humans.

The camel was busy enjoying fresh neem leaves, and while going around the tree, it took a U-turn. Then the camel started to move again, but it was heading in the opposite direction, back towards the station. Of course, none of us realized what was happening at the time because we were asleep in the cart. In short, early the next morning, we found ourselves back at the railway station—the point where we had started the journey last evening.

Such was the pattern of life in rural remote regions of India in my childhood.

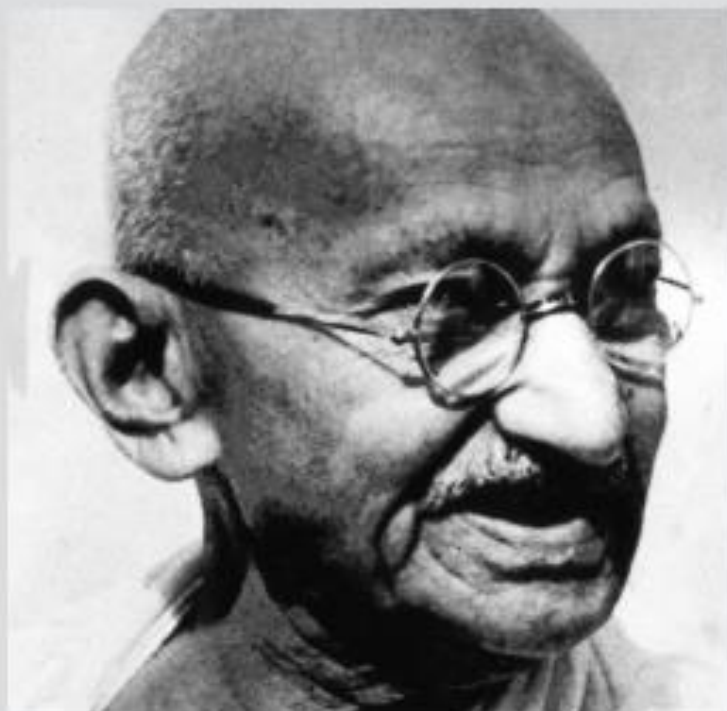
In 2005, when I traveled by road from Delhi to my native town, I learned that there were many buses connecting neighborhoods with the capital, Delhi. The transportation of goods and people helped the economy



A camel and cart in India. Reprinted under Creative Commons. Photo by Daniel Villafruela

Extend Your Knowledge

Read the captions below the two pictures. Pick one to study further. Find at least three sources on the Internet that provide more information about these topics. Are the sources trustworthy? How do you know? Share what you learn.



When Syed was born, India was a British colony. It had been for many years. Britain used its army to control the Indian population, forcing them to work and preventing them from having a say over their lives and their resources. Indians fought for independence for almost 200 years. Finally, a non-violent movement led by Mahatma Gandhi won independence in 1947.



Besides being tasty for camels, the neem tree is like a pharmacy for humans. The bark, leaves, and seeds are used to make medicine that might help reduce blood sugar levels, heal ulcers, and prevent conception. You can also use a neem twig as a toothbrush! Medical studies show that chewing on neem twigs is an effective way to prevent cavities and gum disease.

Along the Racial Rail

Atlanta Transit Then and Now

Annette Bowen

BEFORE YOU READ: What do you think the author means by the “racial rail”? What do you know about the different experience whites and blacks in the U.S. have had using public transportation?

I was born in an era of racial division. Before momma adopted me in November 1958, she wanted to take an excursion downtown. On this one particular Saturday, as momma boarded the

As momma boarded the bus, she was harassed and called the “n” word

bus, she was harassed and called the “n” word and spat at by someone with a wad of chewing tobacco in their mouth.

Later, when I was about six years

old, we’d ride the bus downtown and pick up a few items from Roy’s Fish Market, Planter’s Peanut Store, or Kessler’s Department Store. To a child, the bus was a welcome weekly field trip. Following the bus boycott in Montgomery, Alabama, a federal judge ruled in 1959 that all buses



should be desegregated. We were allowed to sit in the front of the bus, but momma was only comfortable sitting in the back. I asked her why we didn’t sit in the front. She told me about her experiences as a black woman relying on the bus.

She didn’t want me to have those types of experiences, so she avoided any confrontation and went to the back of the bus.

From childhood, mass transportation evolved from streetcars and old, clunky orange buses to newer, diesel-fueled, state-of-the-art buses and rapid rail trains. Some could argue the addition of these shiny “toys” has made traveling easier, but it has not been good news for all travelers. MARTA (Metropolitan Atlanta Rapid Transit Authority) has placed subway stations where riders could easily access the major tourist attractions: The King Center, The Georgia Aquarium, College Football Hall of Fame, The Georgia Dome, Downtown Atlanta Entertainment Corridor, and Hartsfield-Jackson Atlanta International Airport, to name a few. But for people trying to get to work, mass transit does not work so well. According to MARTA’s chief executive officer, only “18% of jobs are



Atlanta public transportation in the 1950s. Photo by Horace Cort.



In this illustration, a conductor expels a black man from the train (Library of Congress).

Separate but Equal?

In 1892, Homer Plessy, a black man, was jailed for sitting in the white car of the East Louisiana Railroad. Louisiana had just passed the Separate Car Act. This law made it legal to require blacks and whites to sit in separate sections of the train. A black civil rights organization decided to challenge the law in the courts. They asked Plessy to deliberately sit in the white section. He was arrested and the case went all the way to the United States Supreme Court. The case was called *Plessy v. Ferguson*. Plessy lost. The Supreme Court decided that separate facilities for blacks and whites were constitutional as long as they were "equal."

– adapted from <www.pbs.org/wnet/jimcrow/stories_events_plessy.html>

What is Transportation Justice?

Andy Nash

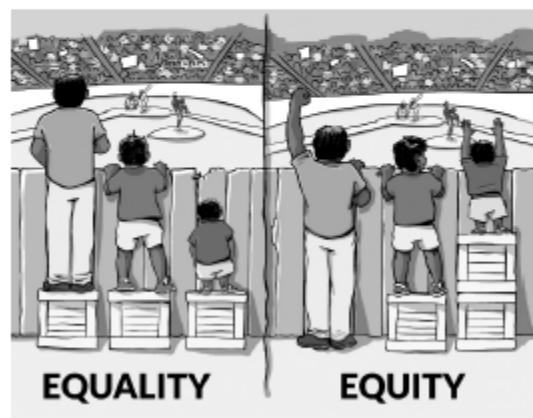
EXPLORE VOCABULARY: Justice means fairness. What does fairness mean? Look at the picture below. On the left, everyone has the same size box. Is that fair? Why or why not? Explain the difference between equality and equity.

ACTIVITY: Make a list of all the things you use transportation for. Compare your list to other students' lists. Is access to transportation an issue of justice? Why or why not?

Equity

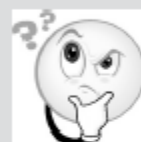
Transportation justice is about making sure that all people have access to jobs, childcare, health care, education, and other fundamental services or activities. Affordable and reliable transportation is essential for addressing poverty, unemployment, and other goals of equity.

According to Wade Henderson, president of the Leadership Conference on Civil and Human Rights, "Millions of low-income and working-class people, people of color, and people with disabilities live in communities where quality transportation options are unaffordable, unreliable, or nonexistent." His organization reports that the nation's poorest families—many in rural commu-



Transportation Budget?

According to AAA's "Your Driving Costs," it costs \$8,604 per year to drive a medium-size sedan, assuming you drive about 15,000 miles.



1. If you earn \$20,000 per year, approximately what percentage of your budget do you spend on your car? What if you earn \$50,000 per year?
2. How much does a monthly bus pass or commuter rail pass cost in your area? Calculate the cost difference between owning a car and using public transportation.
3. Try this calculator <www.commutrans.org/about/drivingcostcalculator> to find out how much you spend on your car.
4. How could we make access to transportation more equitable?

nities—spend more than 40 percent of their take-home pay on transportation. It also reports that three out of five entry-level jobs are not accessible by public transportation. So what is a poor person to do?

Environment

Transportation justice is also about the right to clean air and a livable environment. Currently, transportation is one of the largest sources of greenhouse gas (GHG) emissions—the gases that contribute to climate change. GHGs are created when we burn fossil fuels to drive our vehicles and fly our planes. All of this transportation-relat-

Transportation Justice Over the Years

For each struggle in these photos, discuss whether or how it is a matter of equity.



Freedom riders demand desegregated buses.



Disability rights activists demand access to buses.



Bus riders' unions demand affordable fares.

It's No "Breeze"

Students share how to qualify for the half-fare MARTA Card

Reading Class at Literacy Action, Atlanta, GA

Did you ever wonder, "How can I get one of those half-fare subway cards?" Our reading class at Literacy Action in Atlanta did some research and found out just what conditions and disabilities qualify for the half-fare MARTA (*Metropolitan Atlanta Rapid Transit Authority*) card.

First, if you are 65 or older, you qualify for the half-fare card. You have to present a valid photo identification along with a birth certificate or a Medicare red, white and blue card.

You can't just walk into the MARTA office with borrowed crutches and think you will walk out with the card.

Also, if you have a physical or mental disability, you may qualify for the half-fare card. You have to have medical

proof of your disability, such as written documentation from your doctor. You can't just walk into the MARTA office at Five Points or the Lindbergh Station with borrowed crutches and think you will walk out with the card.

"I went to Grady Behavioral Center for mental illness on March 16, 2016," says Bianca Gaskins, a Literacy Action student who has already passed

one of her GED tests. "I was diagnosed with schizophrenia, and I am being treated for it." The doctor told her that she qualified for a half-fare MARTA Breeze card because of her mental illness.

Are you 65 or over? Do you have one of the conditions or disabilities listed in the box on the next page? Do you have appropriate documentation to prove that you have a disability? If not, it's full-fare you.



In the photo, Bianca Gaskins shows her discount MARTA "Breeze" card. This article was researched and written by Anthony Banks, Mola Beleta, Toney Booker, Mary Brown, Dwayne Cheely, Willette Ellis, Bianca Gaskins, Cynthia Gordon, Christina Richardson, Pearly Smith, Mattie Storey, Sylvia Swanson, and Claude Terrell. They are students at Literacy Action, Inc., in Atlanta, GA.

Does Your Town Have a Half-Price Card?

Conduct some research to find out: 1) whether your city or town has a discount transit card, 2) the monthly price for this card, 3) what qualifies you to get the card, 4) what documents you need to prove your condition, and 5) where you would go to get the card.

Interview classmates or community members about their experiences getting the card.

Present the results of your research in a paper or on a poster for display or in a PowerPoint presentation to share with others.

Conditions and Disabilities for Half-Price Card:

- **Non-Ambulatory:** not able to walk; needing a wheelchair to get around
- **Semi-ambulatory:** needing a walker, crutches, or having a caliper leg brace to walk
- **Stroke:** having a loss of balance and/or cognitive impairments three months after the stroke
- **Amputation:** lost one or both hands, arms, feet, or legs
- **Neurological conditions** other than stroke: having difficulty with coordination, communication, or social interaction or perception
- **Pulmonary or Cardiac Condition** which has led to limited physical functioning
- **Visually Impaired:** legally blind
- **Deaf or Hard of Hearing:** when the scale of hearing loss is greater than 70 dB (decibels)
- **Epilepsy:** having at least one convulsive seizure in the past four months
- **Developmental or Learning Disabilities:** diagnosed, but ADD and ADHD are excluded
- **Mental Illness,** having a disorder of thought, perception, orientation, or memory that impairs judgement or behavior
- **Chronic Progressive Debilitation Conditions,** extensive fatigue, weakness, and/or changes in mental status

– adapted from <martaguide.com/fares>

Vocabulary Practice

Match the word on the left with the definition on the right.

Ambulatory	a condition that causes seizures
Amputation	lasts for a long time
Neurological	able to walk
Pulmonary	related to your heart
Cardiac	the unit we use to measure sound
Impaired	a physical or mental condition that limits your movements, senses, or activities
dB (decibels)	related to your lungs
Epilepsy	related to your nervous system and brain
Disability	a condition that keeps getting worse
Mental Illness	weakness
Chronic	not functioning correctly
Progressive (disease)	disorders that affect thinking & behavior
Debilitation	surgical removal of a body part

Taking Action

- Usually includes a research component.
- Often involves letter-writing.
- Often involves speaking and listening.
- Can result in winning something!
- And even if you don't win, you get the satisfaction of using your voice and breaking isolation.

Make your Voice Count

A Story of Student Leadership

Matias Rodriguez

BEFORE YOU READ: Find pre-reading activities on our website, as well as a version of this article adapted for intermediate readers.

We Noticed a Student Missing in Class

As I continue my second year in AmeriCorps and as a student leader in my ABE program, I have learned about the importance of “paying it forward” so that others in my program can have more opportunities to better their lives.

Here’s a story of how students from the morning and evening Student Leadership Council at the El Rio Learning Center are paying it forward. Classes at night run from 5:30 pm until 8:30 pm. The majority of the students attend classes at night because of their busy work schedules. One evening, a student leader named Francine Raymond was in her math class working out equations and all that fun stuff, when she noticed a fellow student was not coming to class as often.

We Found Out What was Wrong

When her classmate returned a few weeks later, Francine asked if everything was okay. The student explained that she got in a bike accident on

The student explained that she got in a bike accident on her way home from school.

her way home from school. (She has to ride her bike because the last bus leaves before her class is over.) She was hit by a car, and she got a

head injury. She had to spend a few nights in the hospital, and her bike was demolished. Francine’s heart dropped after hearing the terrible news. She asked, “If the bus ran later, would you ride it instead of your bike?”



“Of course,” she replied.

At the next Student Leadership Council (SLC) meeting, everyone was devastated to hear what had happened to the student, and they felt empathy for her. The members shared different ideas about how to make it safe for students to travel from school to home. During this brainstorming, two other students came forward with other safety concerns. One of them stated that on that same bus route, the bus stop across from the El Rio Center had no shelter. While waiting for the bus, people have no protection from the sun or rain. (If you’ve never been in Tucson, you can only imagine the 100-plus degree heat in the summer and the torrential rains in the rainy season.) Another student came forward with her concern that there was no lighting at another stop. It made her feel unsafe when she waited for the bus.

The members shared different ideas about how to make it safe for students to travel.

We Did Something About It

We decided to contact our local city official. With the help of our civics program, the SLC prepared



What Improvements Would You Like to See?

Read this essay by Matias Rodriguez and the one on the next page by Rachel Murray. List the specific transportation challenges that they talk about.

In small groups, discuss the transportation challenges you face. Report back to the whole class and develop a comprehensive list of transportation challenges.

Take action. Look back at the steps Matias and the SLC took to address a transportation challenge. Which of these steps could you use or adapt for your situation? What other action steps could you try?

See our website for more activities.



Analyze the image. What do you see? What does it mean in the context of organizing for better transportation? (See p. 36 for a definition of “organizing.”)

Ride Yellow; Go Green

Sally Waldron

When children can walk and bike to school, the air quality at their school is measurably better. According to the National Center for Education Statistics, if we returned to 1969 levels of walking and

Buses are most efficient, but they still create a lot of pollution.

biking, we would save 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants.

However, in many school districts, children live too far away to walk or bike, or the

roads or the weather make it hard for pedestrians and bike riders. Giving children a ride to school in a car is one option, but cars add to traffic and pollution, and not everyone has a car! Buses are most efficient, but they still create a lot of pollution.

What if yellow school buses could be more “green”? What if school districts could shift their buses from diesel fuel to cleaner and cheaper fuels, like propane? Greener buses are better for the environment and better for children’s health. The air inside diesel-fueled school buses is often five to 10 times dirtier than the air outside. Every time the driver opens the door to let children in or out, the fumes enter the bus.

It will take a lot of effort to switch from diesel. (According to an article in *USA Today*, about 95% of the nation’s 480,000 school buses still run on diesel.) But some school districts are getting started. In Mesa, Arizona, school officials are switching their buses to propane. Before making the change, they thought about the cost. Propane school buses cost about \$100,000, which is \$3,000-\$4000 more than diesel buses. Also, a propane bus gets 10% fewer miles per gallon than a diesel bus. However, over time, a propane bus saves the district money. In 2013, a gallon of diesel cost \$3.54; a gallon of propane cost \$1.125. The Mesa school district also got a \$.50 per gallon excise tax rebate on the propane, so the actual cost per gallon for propane was \$.625.

What do you think? Would you support the switch to propane? Why or why not?

Sally Waldron works at World Education, teaches math at the Community Learning Center, and is on the board of the Adult Numeracy Network.



What about in your school district?

In this activity, you will research bus use in your school district, calculate costs, and write a letter.

Find out how many school buses your community uses and what fuel(s) the buses use.

If your school district has plans to replace its current buses, what fuel(s) will these buses use?

What does a propane-fueled bus cost? What would it cost for your school district to replace 25% of their diesel-fueled buses?

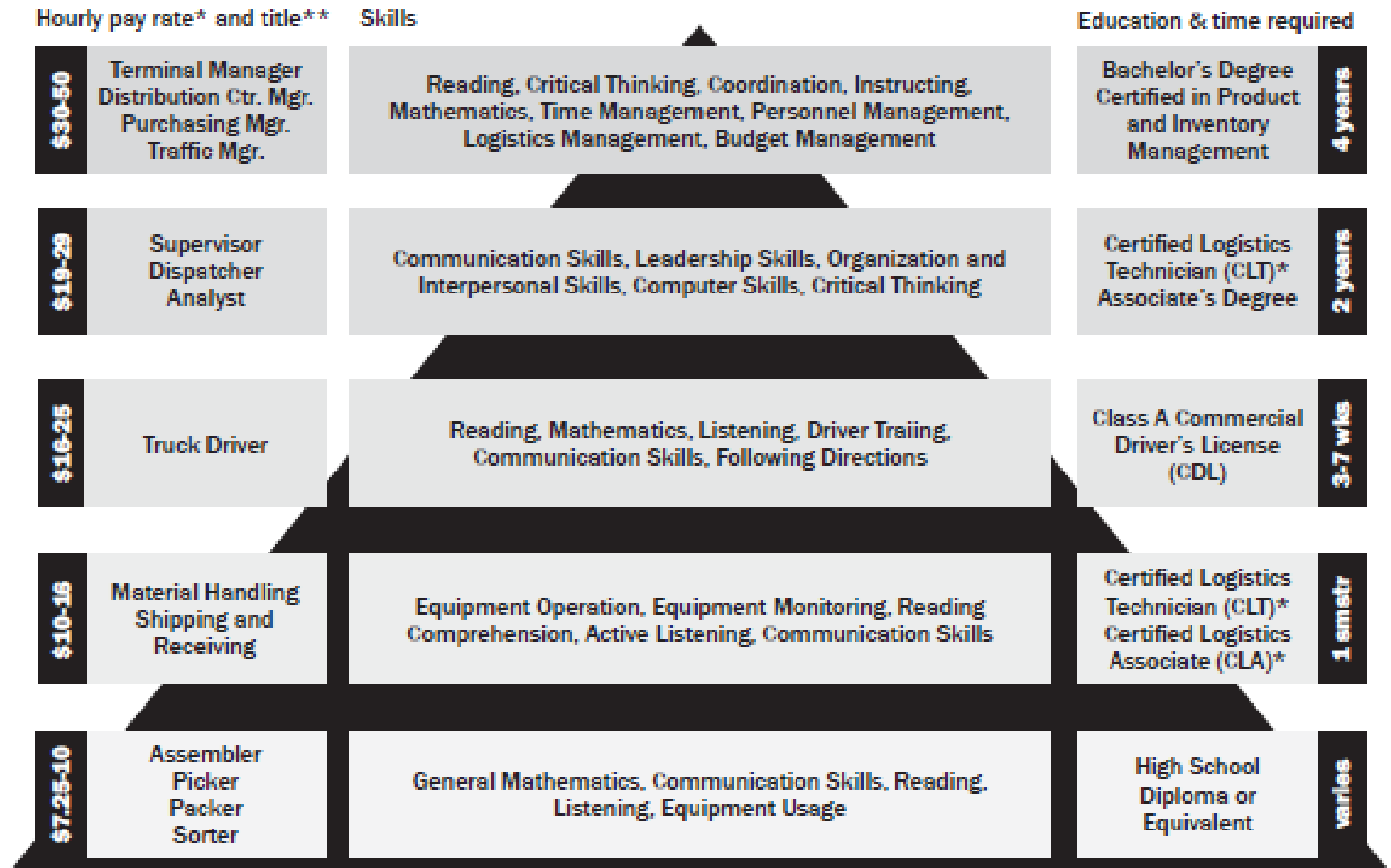
What is the current price of diesel per gallon compared to the current price of propane (or other alternative fuels) per gallon? What are other advantages/disadvantages of these fuels?

Write a letter to your school district. State whether they should keep the current buses, replace the current buses with other buses, redesign school assignments so that more children can walk or bicycle to school, some combination of these things, or something else? Why?

What are some challenges to trying out action steps with your students?



Explore a Career Ladder in Transportation, Distribution, & Logistics (TDL)



Jobs in Transportation

From Driving to Flying, From Maintaining Roads to Running Warehouses — What Interests You?

Sandy Goodman

ON A SEPARATE SHEET OF PAPER, write what you think these workers do everyday. What are the pros and cons of each job? What would you like or dislike about it? Read pp. 46-48 to learn more about jobs in transportation. And read a first-person account of working as a bus driver on p. 49.



Bridge Maintenance Worker



Distribution Warehouse Worker



Truck Driver



Air Traffic Controller

Getting Ahead in Transportation

Sandy Goodman

Jobs in the Transportation Industry

Did you know that in most regions of the country, the transportation industry is considered a high growth industry? This means that the number of jobs in transportation is projected to grow for the next six years, through 2022.

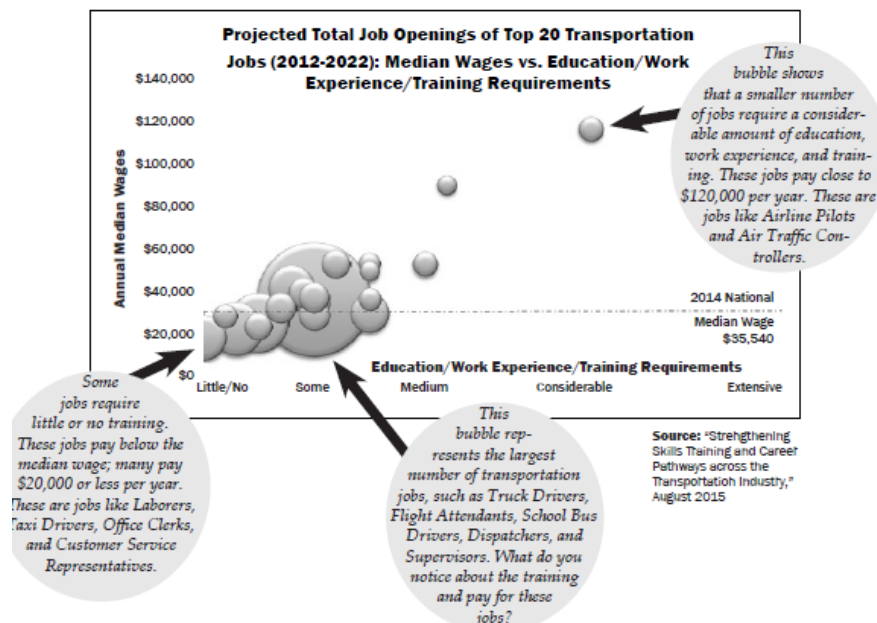
Because many transportation jobs are unionized, they often come with good wages and benefits. A union is an organization of workers that advocates for workers' rights, for better pay,



and for respect and dignity on the job. Thirteen of the top 20 jobs that project the most openings offer wages above the national median wage of \$35,540.

The majority of projected job openings are related to operating vehicles, using loaders to handle freight and stock, maintaining and repairing equipment, and building and maintaining roads, bridges, rail, etc.

Look at the chart below to learn more about the pay scale and education requirements of the top 20 transportation jobs.



Transportation, Distribution, and Logistics (TDL) Career Pathway Map

Hourly pay rate* and title**	Skills	Education & time required
\$10-\$50 Terminal Manager Distribution Ctr. Mgr. Purchasing Mgr. Traffic Mgr.	Reading, Critical Thinking, Coordination, Instructing, Mathematics, Time Management, Personnel Management, Logistics Management, Budget Management	Bachelor's Degree Certified in Product and Inventory Management 4 years
\$10-\$25 Supervisor Dispatcher Analyst	Communication Skills, Leadership Skills, Organization and Interpersonal Skills, Computer Skills, Critical Thinking	Certified Logistics Technician (CLT)* Associate's Degree 2 years
\$10-\$25 Truck Driver	Reading, Mathematics, Listening, Driver Training, Communication Skills, Following Directions	Class A Commercial Driver's License (CDL) 3-7 yrs
\$10-\$15 Material Handling Shipping and Receiving	Equipment Operation, Equipment Monitoring, Reading Comprehension, Active Listening, Communication Skills	Certified Logistics Technician (CLT)* Certified Logistics Associate (CLA)* 1 month
\$7-\$25-\$30 Assembler Picker Packer Sorter	General Mathematics, Communication Skills, Reading, Listening, Equipment Usage	High School Diploma or Equivalent varies

* Base wage rate not including benefits.

** For a description of these jobs, see the next page.

Source: <centraliowaworks.org>

* Manufacturing Skill Standards Council is the industry group that developed these certifications.

Career Pathways in TDL

As the graph above shows, it is possible, with little or no training, to get an entry-level job in transportation. But in order to increase job responsibilities and salary, you need additional training and certification.

This is an example of a Career Pathway Map that shows the steps needed (education, training, work experience) to start in an entry-level job and move, over time, to higher paying jobs. This map was developed by Central Iowa Works (CIW), an organization in Des Moines, Iowa, that brings

together employers, workers, and other community organizations to create pathways to career advancement and employment for community residents. This is the Career Pathway that CIW has mapped out for Transportation, Distribution, and Logistics (TDL), a subsector of the Transportation Industry with many projected job openings. We often think of planes, trains, trucks, and buses when we think of transportation. But who is moving the freight and stock to and from the factory warehouses, loading docks, and vehicles? Those are people working in TDL. (See box on next page.)

The wages listed in the Pathway Map on the previous page are specific to the Des Moines area, but the positions, skills, training, and certification requirements can give you an idea of the types of jobs and opportunities for growth that the pathway may offer in your area.

Are the career pathway steps mapped out in your workplace? In the box below, you can find some questions you can ask to learn about jobs and how to improve your skills and wages. You can also ask the staff at your adult education program to help you research careers and career pathways in transportation. Look at the pictures on p. 45. Would you like to be out on the road or go to the same place every day? Would you rather sit at a computer or be physically active? Are you afraid of heights, or do you enjoy being up high? There are so many different types of jobs in transportation that can match the type of work you'd like.

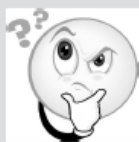
Sandy Goodman is the Director of Career Pathways at the National College Transition Network.

AFTER YOU READ: Learn more about many types of transportation jobs at <www.onetonline.org/find> and choose Transportation, Distribution, and Logistics using the Career Cluster Search.

FOR TEACHERS: Consider using this: "Lesson Plans for Reading and Writing in the TDL Career Bridge" <womenemployed.org/sites/default/files/uploads/LessonPlansTDL1HighIntermediate.pdf>

Get Ahead at Your Job Here are some questions you can ask:

1. Talk to people doing different jobs at your company. Ask them how they got their jobs, and what training and experience they had. Ask what they like or don't like about their job.
2. Ask your supervisor about different jobs and the training and experience you need.
3. Ask if you can spend some time observing someone in a job that you are interested in so that you can learn more about it. (This is often called "job shadowing.")
4. Ask if the company helps workers get the training they need for different jobs.



TDL Job Descriptions



Assembler, Picker, Packer, Sorter: Prepare and pack materials for shipping. Inspect and sort products to ensure quality and uniformity.

Material Handling/Shipping & Receiving: Move materials to and from storage or production areas, loading docks, delivery vehicles, ships, or containers. May use equipment like cranes, hoists, lifts, or tractors.

Truck Driver: Drive trucks with various freight across long or short distances.

Supervisor/Dispatcher/Analyst: Oversee the moving of materials in the TDL process. Ensure that safety procedures are followed, coordinate staffing for shipping and receiving orders. Dispatchers schedule and send out work crews and vehicles to different types of work sites.

The Bus Driver is a Multi-Tasker!

Christopher Dyce

BEFORE YOU READ: Are you a multi-tasker? If so, how? What do you think the job description of a bus driver is?

You may think a bus driver is just driving a bus. But he does so much more than that! I worked as a bus operator in Jamaica. In this job, I learned how to get around, how to drive safely, and how to deal with the good, the bad, and the ugly of people's personalities.

I felt proud to do my job because I brought my passengers safely to their destinations at all times. With all the narrow streets in the city, it was very hard to drive such a big bus — day in

No matter what the traffic or the conditions, I had to try to stay on schedule.

and day out. It took a lot of skill! This job also required multi-tasking. I had to drive the bus and collect passenger fares at the same time. No matter what the traffic or the conditions, I had to try to stay on schedule. Your departure and arrival times are important!

Driving a bus was also fun because when I drove through my community I would see my family. They could always ride for free with me. Or if they uttered my name to another driver, they could ride for free with him!

Operating a bus in Jamaica was not easy, es-

pecially dealing with a crowd of people who have no patience. At times, customers would get out of control. They would push to get a seat. I had to stop people from pushing. I had to ask customers to give up their seats for pregnant women and the elderly. Sometimes, they would curse at me. But I kept my cool and remained professional.

My experience over those three years helped make me what I am today — a skilled multi-tasker who can drive a bus, manage a crowd, take care of my passengers, and stay calm.



Christopher Dyce, originally from Jamaica, is a student at the Jamaica Plain Community Center Adult Learning Program in Boston, MA. He says, "Thanks, JUTC (Jamaica Urban Transit Company), for the experience!" One of his goals is to become a tractor-trailer driver.

AFTER YOU READ: Find out more about being a bus driver and explore the wages, requirements, and growth rate of other occupations using the *Occupational Outlook Handbook* published by the Bureau of Labor Statistics <www.bls.gov/ooh>.

Interested in Becoming a Bus Driver? Key facts from www.bls.gov/ooh

1. Pay: In 2015, the median pay was \$30,950 per year (\$14.88 per hour).
2. Requirements: High school diploma, CDL, clean driving record, etc.
3. Training: On-the-job.
4. Job Outlook: Projected to grow 6% through 2024.



Write for *The Change Agent*

- Check out our “Call for Articles/” The theme of our next issue is “When we fight, we win.”
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is Nov. 4, 2016.

**Download “Call for Articles” at:
<http://changeagent.nelrc.org/write-for-us/>**

Some Teaching Ideas for Bringing the “Call” into the Classroom

changeagent.nelrc.org/write-for-us/

Teaching Ideas for How to Use the “When we fight, we win” Call for Articles in the Classroom

Deadline for submission: November 4, 2016

Description: This packet includes teaching ideas for how to use the “When we fight, we win” Call for Articles.

Level: Appropriate for Levels 3-12 (grade level equivalent).

Materials:

- A. The Call for Articles is available here: <http://changeagent.nelrc.org/write-for-us/>

Please note that this five-page Call for Articles has a different format than usual! The first page includes general questions. For a less complex approach, you can bring this page alone into the classroom for students to respond to. The next **four pages** include references to the book by the same name, *When We Fight, We Win*. From this book, we chose excerpts and images related to four issues — public education, LGBTQ rights, low-wage work, and housing. Then we developed writing prompts related to those excerpts and images. This adds complexity to our Call for Articles, and it gives students a chance to practice the academic skill of responding to a certain text or image, but the topics and language are still accessible. You can bring all five pages of the Call for Articles into your classroom, or you can bring whatever subset of pages you think works best for your students. (You do not need a copy of the book, [*When We Fight, We Win*](#) by Greg Jobin-Leeds and AgitArte, to proceed with these writing prompts. We have provided the excerpts and images that you need.)

Submitting Articles to *The Change Agent*



Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

Subscribing to *The Change Agent*



The Change Agent provides socially relevant content, powerful student writing that inspires discussion, and ready-to-use, CCR-aligned lesson plans – all oriented toward a multi-level audience. Subscribe now and receive a new issue every March and September. Include the online option in your order and receive full access to all of our back issues as well as our issue extras and growing collection of audio articles. See [sample pages](#) and [sample audio](#).



Individual
Get 1 copy
\$12 for 1 year, or
\$20 for 2 years

Electronic
Access PDFs of all the
magazines, audio, etc.
\$20 per teacher for 1 year, or
\$16 per teacher for 25 or
more teachers

Bulk
Get a set of 25
\$85 for 1 year, or
\$160 for 2 years

Finally...

A recording of this webinar will be available at changeagent.nelrc.org

Questions or comments? Contact Cynthia Peters cpeters@worlded.org

Thank you for participating!



New England Literacy
Resource Center



WORLD EDUCATION