



Scroll through the list of exciting presentations that will take place at COABE 2017!

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### **Watch Me Pull this Rabbit out of My Hat! Instructional Strategies for Helping Students with Learning Disabilities**

Lead Presenter: Carmine Stewart

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Monterrey 2

It is estimated that up to 85% of adult literacy students could have undiagnosed learning disabilities. Strategies that research shows are effective for students with learning disabilities are effective for all learners. In this session participants will learn the top research-based best practices for reaching the most difficult adult learners.

### **Understanding & Effectively Working with Adult Learners—Guidance for Rookies and Vets Alike!**

Lead Presenter: Don Finn

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado F

Whether you are new to adult education or a seasoned veteran, this session is for you! This session highlights concepts and methods for effectively working with adults that are backed by the research and writings of leaders in the adult education field. Participants will be encouraged to reflect on their own professional practices. This session is an excellent opportunity for instructors and administrators!

## **Evaluating the Many Faces of the Flipped Approach: How Can it Work for Your Adult Learners?**

Lead Presenter: Duren Thompson

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado D

'Flipping' a classroom, currently popular in K-12 and college settings, is a flexible approach to instruction that encourages, but does not require the use of technology and/or blended learning. In this hands-on planning workshop, explore a variety of ways the 'flipped approach,' can build critical thinking skills, support independent learning skills, and motivate learners. Bust myths, examine key components, problem-solve real-world challenges and create a personal plan to start incorporating the 'flip' using low or high tech tools. Modeling the flipped approach, participants planning to attend this workshop are asked to complete pre-readings, online video viewings and a short online survey to inform and enhance workshop activities. Pre-work is available at: <http://tiny.cc/COABEflip2017>

## **DEVELOPING SYSTEMS of MANAGEMENT and LEADERSHIP**

Lead Presenter: Joshua Evans

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado M

Whether a nonprofit, for profit, government agency or educational institution it is imperative to create systems that support results and accountability. Systems not only must be developed but explicitly communicated to ensure transparency of mission, vision, goals, strategies and tactics in all levels of operations. This workshop will focus on providing and utilizing the tools necessary to build these plans, through an interactive workshop, resulting in a draft of operational systems mapping and logic models to utilize for continuous improvement and clear objectives.

## **Power of Partnership: General Manufacturing Pathway**

Lead Presenter: Mary A. Gaston

Co-Presenter(s): Allen Fain, Robin Long

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Yucatan 3

Join us for an informative, interactive session focusing on what it takes to get a career pathway off the ground. We'll share practical tips (and lessons learned) for program design, including tools and resources. We'll address stereotypes about manufacturing careers, talk about designing new approaches to foster student success at both the Adult Ed level and the technical college level, and describe practical ways to contextualize basic skills content. Activities will include (but are not limited to) electronic audience response, simulation of a production line, and contextualizing academic content. See what the power of partnership can do for our students.

## **Tools for Creating Leveled Reading Passages**

Lead Presenter: Robb McCollum

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Monterrey 1

Teachers of adult basic education recognize the important role that reading plays in learning. However, teachers often find that at-level passages have topics or illustrations that are not directed towards adult learners. Other times, the language is too difficult for emerging and struggling readers. As such, teachers often feel the need to adapt or write their own reading passages. How do teachers know whether the passages they write are at an appropriate reading level for their learners? This workshop offers several tools and strategies that teachers can use to plan, analyze, and revise reading passages to best target their learners' skills. Participants are encouraged to bring an internet-enabled laptop.

## **"MathHacks" for Your Adult Basic Education Classroom**

Lead Presenter: Ronald Cruz

Co-Presenter(s): June Rall

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado B

MathHacks for Your Adult Basic Education Classroom is a workshop designed to support ABE and GED teachers by providing them with strategies and instructional resources in their implementation the Mathematics College and Career Readiness Standards. Participants will find the strategies presented in this workshop easily adaptable and suitable to students of varying learning styles and ability. Resources will help in developing lessons that apply the standards of mathematical practices in CCRS, focusing on the most difficult to teach concepts such as rational numbers and operations, geometry, algebraic equations, proportions, statistics and functions. Workshop participants will receive a complete packet of resources which includes a workshop binder and a manipulatives starter kit.

## **Growth Mindset: You Can Teach an Old Dog New Tricks!**

Lead Presenter: Sandra Caruso

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado E

Adults often have a poor perception of themselves, along with a negative attitude when they say, "Oh, I can't do this" or "I'm not good at Math" and something I often hear, "I'm a bad writer." Statements such as these reflect a person with a fixed mindset – being afraid of making mistakes and looking silly in front of their peers, or someone who gives up easily.

According to Stanford psychologist Carol Dweck, this isn't some hypothetical situation dependent on any manner of factors from genes to environment. It's a mindset. And it's one you can cultivate at any point in life. A "growth mindset," as Dweck calls it, is pretty much exactly what it sounds like: a tendency to believe that you can grow. In her book *Mindset: The New Psychology of Success*, she explains that while a "fixed mindset"

## **Learning in the Cloud: Teaching Digital Literacy to ABE/ESL learners for successful College and Career Transitions.**

Lead Presenter: Sandra Michele Echols

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado C

In an effort to apply the digital literacy principles set forth under WIOA instructors in ABE/ESL classrooms are not equipped with the necessary tools to meet the challenges of incorporating digital literacy into their lesson plans. Today's knowledge-based economy, adult learners must go beyond a high school diploma and or vocational certificate and acquire not just academic knowledge. As post-secondary schools shift away from traditional education models in favor or providing deeper learning environments, they are required to replace their outdated technology practices and implement a new infrastructure to support student learning. This pre-conference will provide practitioners with a plethora of resources to support their student's in the "Digital Age".

## **Integrating Employment and Training Skills into the HSE Classroom....and Still Teach**

Lead Presenter: Sara Gutting

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Coronado A

How do we juggle integrating employment and training skills and still teach skills needed to pass the High School Equivalency? One answer? By integrating them into your existing curriculum. With just a little tweaking of your current teaching practices and curriculum, we can begin the process of making the necessary adjustments to start the process of integrating Employment and Training Skills and working toward being WIOA compliant.

## **Go Hybrid Now: Building a Virtual Classroom and Interactive Digital Activities**

Lead Presenter: Tara Plouff

Co-Presenter(s): Lucas Plouff

Half-Day Preconference, Sunday, April 2nd 8:30am-11:30am, Room: Monterrey 3

Hybrid learning leads adult education students along the path to the digital independence needed for them to succeed in today's schools and workplaces while giving teachers the tools and control to target the skills their students need. In this session, every participant will construct a virtual classroom using Canvas and stock it full of vital pathways to learning customized specifically for their students. In addition, activities using free online tools that connect to the new virtual classrooms will be demonstrated before participants create their own to share with their students. Both the tech-troubled and tech-savvy are welcome; you just need to know how to open your email. Note: all participants must bring a laptop. Tablets and phones are insufficient for this session.

## **The Politics of Adult Education**

Lead Presenter: Art Ellison

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado A

This session will focus on the skills that adult educators need to be create and expand state level advocacy efforts. It will emphasize the lessons learned from numerous ongoing and past successful advocacy campaigns in the states.

Participants will be provided with written materials from these campaigns and with the opportunity to develop the skills that will help them be successful in their advocacy work at the state/local level.

## **Scientific Inquiry and the GED® Science Test**

Lead Presenter: Bonnie Goonen

Co-Presenter(s): Susan Pittman

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado B

Understanding the importance of scientific inquiry is at the heart of being scientifically literate. Science affects everything that we do—from waking up in the morning to using the technology that helps make our lives easier. This presentation focuses on strategies that teachers can use to help their students build scientific inquiry skills. During this session, teachers will explore strategies, activities, and simple experiments that they can utilize in the classroom to develop the skills that students need to respond to both technology-enhanced and short answer items. Learning about the Scientific Method will assist students in making a deeper connection with the wonderful world of science and achieve higher scores on the GED® Science test.

## **Making Reading Dreams Realities: Reading Strategies for Adult Non-Readers**

Lead Presenter: Carmine Stewart

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Monterrey 2

93 million American adults function below basic in reading and mathematics, and 30 million of those adults are the parents or primary caregivers of young children. To help disrupt the cycle of generational adult literacy, programs must be equipped to help the hardest to serve adults learn to read. This session will introduce strategies for determining adult students' learning needs in reading, and providing systematic remediation. The session will also describe how programs can create partnerships for sustainable intervention for adult beginning readers.

## **Critical Thinking: Essential for Adult Learners and Those Who Instruct Them**

Lead Presenter: Don Finn

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado F

Adult educators are increasingly challenged to develop critical thinking skills in their learners. Research on effective learning and adult education theory suggest that the most effective way to connect with adult learners is to draw from their life experiences and help to develop self-directed learning and critical thinking skills. This interactive session highlights and compares seven research-based principles for effective teaching presented in *How Learning Works: 7 Research-Based Principles for Smart Teaching* with common adult education practices. Participants will practice various critical thinking/reflection techniques as they reflect on their experiences and past learning and how these experiences might impact future learning.

## **Avoid the Talking Head! Creating Engaging Online Instructional Video**

Lead Presenter: Duren Thompson

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado D

Want to 'flip' your classroom? Engage students through online or mobile learning? Support absent or struggling learners via recordings? The key to really effective video or multimedia instruction is PLANNING. Good news - simpler is better! Join us to explore, hands-on, some easy planning steps to creating effective recorded materials – video, audio, narrated slides, etc. – using whatever tools you have on hand. Examine good and bad examples, share personal experiences, and learn current video design research as you work with peers to create \*simple\* videos for instruction. Participants are encouraged to bring a mobile device with video and internet capabilities (smartphone, tablet, etc.), as well as ideas and experiences to share! Please take the Pre-survey: <http://tiny.cc/COABEedvid2017>

## **Developing Today's Contextualized ESOL Instruction for Tomorrow's Career Pathways**

Lead Presenter: Jayme Adelson-Goldstein

Co-Presenter(s): Pamela Jo Wilson, Tricia Sherman-Baker, Roxana Hurtado, Celina Paula, Katie Soli

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Monterrey 3

Research shows that expanding the scope of contextualized instruction offered to adult ELs is essential if these learners are to achieve the readiness skills needed to successfully transition into 21st century career training and workplaces. A cadre of ESOL professionals, who have shifted the culture of their own ESOL programs towards contextualization for work and career pathways, help participants explore and analyze contextualized instructional strategies, tasks and resources for beginning through advanced-level ELs. Collaborating in level-alike teams, participants plan instruction to help learners develop language strategies, acquire vocabulary for work and career training, refine employability skills, and demonstrate their critical thinking and problem solving skills.

## **When Grief Visits Your Classroom: Integrating Narrative and Visual Arts Therapy in Adult Education**

Lead Presenter: Jose Luis Moreno

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado E

This presentation describes narrative therapy and visual arts therapy strategies in an effort to assist adult instructors on how to use art-based therapy strategies in their classroom. These two strategies have potential to assist instructors alleviate and address bereavement situations affecting adult learners. Focal inquiries for this presentation are: (1) Why is it important to educate adult instructors on how to use narrative therapy and visual arts therapy strategies? (2) What is the role of art-based therapy strategies helping adults to develop bereavement literacy and communication skills?

## **Dreams Do Come True with Family Literacy - WIOA policy in practice**

Lead Presenter: Marie O'Bryan

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado C

Help families reach for their dreams and accomplish goals while having fun together! In this session you will participate in hands on activities that will help to bring magic into family literacy and workforce development programming. You will learn strategies to put WIOA policy into practice for aligning programming with college and career readiness standards. Network with practitioners from programs across the nation as you fill your toolbox with new ideas that will work for your students. Go home with a packet of fun activities and resources for multi-generational programs that you can use at your next class. Make sure that you attend this session to learn fun, engaging, and useful activities that you will want to use in your program.

## **Needed for Tomorrow's Dreams: Digital Literacy**

Lead Presenter: Mary A. Gaston

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Yucatan 3

Bring your device (laptop, ipad, tablet) and join us to see how we are integrating digital literacy into Intake, Orientation, Classroom Instruction, Workforce Preparation, and even into student meetings and assemblies. Digital Literacy is SO much more than skill practice in a software program. The WIOA definition of digital literacy is “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.” Be an active participant and leave with new tools and ideas for equipping your students with digital skills needed for their futures.

## **SEAL: Strategies for Engaging Adult Learners**

Lead Presenter: Misty Dawson

Co-Presenter(s): Katrina Reed

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado M

This three-hour core session based on Training from the Back of the Room by Sharon Bowman, will give participants hands-on application of the 4 Cs of a lesson plan: Connections, Concepts, Concrete Practice, and Conclusions. The presenter will use the strategies to teach participants the strategies, so be ready to get up and out of your seats!

## **Navigating College and Career Readiness Through the Lens of Program Practice**

Lead Presenter: Priyanka Sharma

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Monterrey 1

This session will detail a College and Career Readiness (CCR) rubric from the lens of program components like assessment, collaborations and partnerships, overall organizational practice. We will explore the alignment and synergy between the College and Career Readiness standards, College and Career Readiness rubric, and program components. The participants will review the latest research, and promising and effective practices that bolster students' college and career readiness and make a plan to implement these in their programs. The session is geared towards program administrators, navigators, and student success coaches.

## **There's No Right or Wrong...Only Progression**

Lead Presenter: Telly Mikel

Co-Presenter(s): Tracey Nester

Half-Day Preconference, Sunday, April 2nd 12:30pm-3:30pm, Room: Coronado N

In this exploratory session we make attempts to raise the level of awareness with respect to our underlying mentalities concerning education: our philosophy, the mission and ultimately the results we obtain. You will not sit down passively, viewing a power point as I read and expound off the material you see. What will take place is an exact replicated version of the type of classroom I walk into every day at the South Dakota State Penitentiary on the north side of Sioux Falls, SD.

Engaged in quote analysis, teachable excerpts from both fiction and non fiction works, we will participate in and ultimately learn the concept of cognitive behavioral transformation, it's immediate applications on return from conference, and how it can positively impact our personal lives.

## **Adult Numeracy Network: Linking Today with Tomorrow**

Lead Presenter: Amy Vickers

Co-Presenter(s): Adult Numeracy Network members

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 9

Join the Adult Numeracy Network at the full day preconference session as we Link Today with Tomorrow. How can we equip learners to develop numeracy so that they can each realize their unique visions for tomorrow? This session will focus on bringing workforce contexts to the math and numeracy that we teach. We will explore new research, pinpoint opportunities for contextualization, and practice with some activities in workforce contexts. Join the Adult Numeracy Network for a day of engaging activities, reflection, and inspiration. Challenge your own mathematical thinking with activities that you will be able to adapt for your own class. Looking forward to seeing you there!

## **English Today for Working Tomorrow: Designing and Delivering Workforce ESL Instruction**

Lead Presenter: DeAnna Coon

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 3

The Workforce Innovation and Opportunity Act requires programs to connect language instruction with workforce preparation. Instructors must help adult learners acquire the language skills, content knowledge, and cultural information required for workforce success. This full-day interactive workshop will help teachers to integrate these skills as they relate to workforce participation. By the end of the workshop, participants will be able to: adapt, create, or revise workforce oriented activities appropriate for their instruction; identify ways to encourage students to develop and use personal strategies to acquire linguistic and cultural information for work environments and career pathways; develop a plan to continue helping learners acquire the language and cultural skills for workforce.

## **Implementing a Competency-Based Teaching, Learning, and Assessment Adult Education System**

Lead Presenter: Donna Chambers

Co-Presenter(s): Nancy Labonte, Bonnie Taylor

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Yucatan 2

In planning and implementing College and Career Readiness Standards over the past three years, Rhode Island has had the definitive goal of creating an effective, efficient, and innovative adult education system that is in compliance with WIOA, prepares all learners to achieve the NRS Educational Functioning Levels and meet the skill demands of the 21st

Century. The result is a cohesive system built around a blend of surefire competency-based teaching and learning strategies and performance-based assessment tools that are aligned with content standards and EFL descriptors. These tools have become the fundamental instruments in building a sustainable structure that is truly college and career ready standards driven. This interactive workshop offers specifics on how to construct a competency-based system for all adult education. Rhode Island is leading the way and we are ready to share what we know, along with the ample resources we have gathered in building a balanced system from the bottom up. Attendees will learn the basics of competency-based teaching, learning, and assessment to create and replicate this transformed approach. Content includes the fundamental reading, writing, speaking, and listening skills that must be attained to ease the transition from one step to another in preparing all learners at all levels to succeed in post-secondary training, whether it is transitioning to college or any occupational training program. Methods to share include personalized learning; direct support structures for professional accountability; proficiency-based learning and performance assessment tools; self-designed, yet demanding learning activities; and more. Begin the process and join the competency-based movement in providing a smoother pathway from school to work.

## **Developing Basic Skills Curriculum for an IET: An Interactive Workshop**

Lead Presenter: KayLynn Hamilton

Co-Presenter(s): Dr. Carol Clymer, Dr. Blaire Willson Toso

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 1

During this workshop, participants will learn the nuts and bolts of Integrated Education and Training (IET) and how to create basic skills curriculum to support an IET. A process for planning and developing the basic skills portion of the IET will be presented. Participants will also receive hands on training to use tools and resources that support the process and development of curriculum. Strategies for working with partners will be offered as well. Participants will leave the session with a resource guide containing all of the tools and their own plan of action for developing basic skills curriculum for IETs, where they can use today's magic to fulfill tomorrow's dreams for adults. The workshop will be interactive with many opportunities for networking and learning from colleagues.

## **Align and Redesign - Designing a New Front End to Build Successful Learners Prior to Entering Adult Education Classes**

Lead Presenter: Laura Weisel

Co-Presenter(s): Meryl Becker-Pezocki, Jeffrey Fantine, Margaret Patterson

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 10

What were we thinking? Students, who didn't complete high school, have no more insight or understanding of how to be a successful learner when they enter AE than when they walked out of school. Let's be innovative, build on research from psychology, sociology, workforce, mental health, substance abuse, and AE to create a new way to engage and excite students about learning, build insight, explore careers, and set into place a growth mindset. This can happen in a 20+ hour, certificate course. Join this all day pre-conference session, see multiple new front ends from across the US, hear the results of the impact studies, see how programs are using their new front end to improve all outcomes across WIOA partners, and walk away with a prototype you can begin in 2017.

## **NAEPDC State Staff Preconference: Lessons Learned from Year One Implementation of WIOA for State Staff Members**

Lead Presenter: Lennox McLendon

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Yucatan 1

Based on the NAEPDC work in supporting states implementing WIOA regulations, this session will focus on the lessons learned and best practices for 1) state level partnerships with other agencies and 2) support structures for assisting local programs make the transition to the new regulations.

## **AALPD Full-day Pre-conference: Professional Development Under WIOA: Updating Policies, Practices, Standards, and Indicators**

Lead Presenter: Marsha Taylor

Co-Presenter(s): Randy Whitfield

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 7

In 2009 AALPD worked with the National Adult Education Professional Development Consortium (NAEPDC), a consortium of state directors of adult education, to develop standards and indicators for adult education professional development. Policy recommendations and a policy matrix were also developed and included research rationale and examples from practice. Participants will work together to draft revisions and make recommendations due to changes in legislation.

## **Action Planning for Sector-Focused Approach to WIOA and Career Pathways**

Lead Presenter: Michelle Carson

Co-Presenter(s): Libby Livings-Eassa

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 2

WIOA ushers in a new era for Adult Educators to move participants along career pathways that lead to good jobs with wages sufficient to sustain themselves and their families. So are you ready to get ready? Get the context and learn the basics about a sector-focused approach to WIOA and Career Pathways implementation and development. Participants will be introduced to an action-planning process that complements the self-assessment of their program or state's career pathways readiness. Interact with your team as you will have time for hands-on practice with the planning tool and leave with immediate next steps in hand. Encouraged to bring other team members from your career pathways system or planning team. Appropriate for state, regional and local teams and team members.

## **Towards Better LEARNING: Understanding and Supporting Phonological Processing Skills in Adult English Learners**

Lead Presenter: Robin Lovrien

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 4

Phonological processing skills (PPS) underlie ALL language and literacy skills in first or other languages. Because these skills do not necessarily transfer readily, or because persons with low literacy may have underdeveloped PPS, acquisition of certain aspects of English language and literacy may be significantly affected. In this session, we will examine in detail the nature of these skills and then ways in which weak or much-needed skills can be targeted and strengthened through use of games and activities developed by the presenter. The presenter has deep expertise in the field of learning difficulties in adult English learners and has found that targeting the PPS skills of adult ELS reliably improves learning outcomes of persons thought to be learning challenged.

## **Equity, Empowerment, and Efficacy: Building Organizational Capacity to Achieve Inclusivity**

Lead Presenter: Samuel Byndom

Co-Presenter(s): Joseph Wiemelt

Full-Day Preconference, Sunday, April 2nd 8:30am-3:30pm, Room: Fiesta 8

The purpose of this session will be focused on discussing ways to develop the capacity, competencies, and skills to engage in meaningful dialogue and work related to racial equity. We will provide an overview of techniques and skills that are most effective in engaging in discussions around racial equity so that organizations can better meet the needs of the communities they serve. We will base our overview using the following social/emotional competencies as they relate to race and racial equity: self awareness, social awareness, self-management, relationship skills, and responsible decision making. By better understanding these five competencies from the lens of racial equity, individuals can develop the capacity to interrupt systems of inequality.

## **Introducing the Mathematical Practices Webcast Series**

Lead Presenter: Amy Vickers

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Baja

Would you like to explore the Mathematical Practices more deeply? Are you looking for tools to help you do that? Check out the Minnesota ATLAS (ABE Teaching & Learning Advancement System) program's free online Mathematical Practices Webcast Series! In this session, we will watch one of the eight 15-minute webcasts highlighting one of the Mathematical Practices. The webcast will include an explanation of the practice outside the math classroom, facilitation questions to guide students to use the practice, sample activities at higher and lower levels, and a classroom video demonstrating the practice. After watching the webcast, we'll discuss questions from the viewing guide. Join us to learn about the Mathematical Practices or to gain resources for guiding others to use them!

## **Utilizing Free Services on Hippocampus to Individualize Adult Education Math Classrooms**

Lead Presenter: April Lawton

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Monterrey 2

During this 75 minute session, math educators will explore ways to utilize the FREE math tools offered on [www.hippocampus.org](http://www.hippocampus.org) by NROC to individualize Adult Education curriculum. This session will provide ideas for all levels of Adult Education — ABE, GED, ESL.

## **Tackling Employability Outcomes in Family Literacy Programming: A Case Study Project**

Lead Presenter: Blaire Willson Toso

Co-Presenter(s): Carol Clymer

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado R

WIOA legislation has prompted adult education and family literacy providers to more intentionally support transitions to postsecondary opportunities and employment. This is particularly relevant, and difficult for family literacy providers who primarily work with underskilled or immigrant parents that may not choose employment as a primary goal. This presentation focuses on findings from case study interviews with family literacy programs that provide career pathways and employability services. Participants in this workshop will learn about the successes and challenges these programs encountered as they developed programming. Partnerships and successful service delivery practices will also be presented. Guided discussions will engage participants throughout the presentation.

## **Digital Skills for Adult Learners and Their Educators**

Lead Presenter: Branka Marceta

Co-Presenter(s): Joyce Hinkson, Penny Pearson, Blair Roy

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Yucatan 1

WIOA defines digital literacy skills as the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. New Media Horizon Consortium explores many more definitions. How will teachers and learners in adult education identify and gain digital skills while engaging in basic literacy and education activities? Let's explore and discuss!

## **IT Career Pathways - Preparing ABE Learners for careers in Information Technology**

Lead Presenter: Brent Olinger

Co-Presenter(s): Scott Helland

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 7

The information technology (IT) industry desperately needs skilled IT workers. Right now, there are more vacancies in IT positions nationally than there are qualified people to fill them. Information Technology positions promise living wages and career paths that start from entry level positions requiring very short term training and certificate programs. Short term, stackable credentials in the IT field are common and replicable at various ABE locations. Women, English Language Learners, and persons of color are currently under-represented in IT careers.

## **Time is Gold: ESL Instructors' Perspectives about "Time" When Teaching Adults from Different Cultures**

Lead Presenter: Clarena Larrotta

Co-Presenter(s): Peggy Ann Everett

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado D

A group of English as a Second Language (ESL) instructors participated in a study designed to gain understanding about their perspectives about "time" as a concept and tool when teaching ESL to adults from different cultures. Research questions guiding this presentation are: (1) What does "time" mean when teaching ESL to adult learners from different cultures? (2) How does the instructors' perception of "time" affect the decisions they make when designing instruction for adult ESL learners? (3) What is the role of culture when exploring the concept of "time" in the ESL classroom? Data sources included interviews, written reflections, and concept maps. Conference participants can expect examples, scenarios, recommendations for practice, and handouts.

## **Restructuring Correctional Education with Behavior and Classroom Management Strategies for the Incarcerated Student**

Lead Presenter: Cleo Griswold

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado M

The presentation, Restructuring Correctional Education with Behavior and Classroom Management Strategies of the Incarcerated Student examines five guiding principles for providing high-quality education. It looks at the climate, funding, recruitment, rigor and relevance, and assessment. It involves examining what a department has and what is needed to make a difference in the lives of incarcerated adults. These principles can make a difference in a correctional system and any adult education system. It will also provide behavior and classroom management strategies that can be used in and out of the prison system. This presentation hits at the core of restructuring and will provide participants an opportunity to examine their present system and have conversations with attendees.

## **Preparing Yourselves and Your Adult Students for Success in WIOA: Teaching Best Career Building Practices with WorkWise!**

Lead Presenter: Cynthia Campbell

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado N

The world of work has changed drastically in the last ten years! Even for us seasoned professionals, the changes in job searching and implementing WIOA make us wish we had fairy dust. In this workshop, you will learn some of the latest best practices in career exploration, job searching, and job success that can help both you and your adult students. You will learn ways to build your learners' reading, writing, and critical skills while learning key job readiness principles. Adult education students may think that finding the career of their dreams is a magical process. In reality, there are steps that learners can take. Even without magic, we can help our adult learners work to make their dreams come true. Each participant will receive a free copy of a WorkWise workbook.

## **GED® Social Studies: Using Inference Skills with Graphics and Source Texts**

Lead Presenter: Daphne Atkinson

Co-Presenter(s): Bonnie Goonen, Susan Pittman

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Monterrey 3

Whether reading non-fiction text or interpreting graphics, students need to be able to make inferences. Drawing conclusions and making inferences remain two of the most challenging reading skills for students. This session will provide teachers with an approach to teaching inference: scaffolding. Teachers will work with differentiated strategies for teaching inference in multi-level classrooms. Join fellow teachers as they explore "reading between the lines."

## **"There's an App for That!" Smart Phone Applications for the Classroom**

Lead Presenter: Dawn Adolfson

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado G

Whenever I hear a fellow instructor describe something they need to do or want to do in the classroom, I commonly respond, "there's an app for that!" Come join me, a millennial ESOL teacher, as we explore the multitude of smart phone applications that are available for you and your students! We will play with many of the apps so come ready with your smart phone! Participants will also receive a handout of many classroom and educational apps with descriptions and recommended uses for the classroom.

## **A Conversation with a Donor**

Lead Presenter: Denine Torr

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado H

Hear it straight from a representative of the Dollar General Literacy Foundation! This presentation will highlight what a funder looks for in a successful grant proposal. Get some helpful grant writing tips and learn how to develop and maintain relationships with funders.

## **Focusing on the MINDSET: Beyond just getting the "JOB"**

Lead Presenter: Denise Kranhold

Co-Presenter(s): Michelle Wong

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 1

Many of our clients are able to obtain employment, basically a (J.O.B.). It can be a bit trickier to maintain that JOB and/or advance further within the company. In this interactive presentation we will walk you through some of the tricks we use to help our students tap into that MAGIC they need to make their DREAMS come true. We will share our experience in discussing best practices on instilling confidence in clients and their capabilities and how that affects their choices and future job placement. Soft skills are lacking in the workforce today. With our combine experience we will demonstrate to participants how social emotional learning focused on strengthening college, career, and community skills that can assist all individuals to self-sufficiency.

## **Differentiation: Giving Everyone the Opportunity to Succeed**

Lead Presenter: Heather Martin

Co-Presenter(s): Tara Schwab

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado Q

By the end of this session, participants will be able to recognize different learning styles, identify aspects of their classrooms that may interfere with students' learning processes, and understand and utilize teaching strategies that can help different types of learners and students with special learning needs succeed.

## **Federal Policy Issues for Adult Education in 2017 and Beyond**

Lead Presenter: Jeff Carter

Co-Presenter(s): Judy Mortrude, Margie McHugh, Amanda Bergson-Shilcock, Tom Nash

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 5

This panel of policy experts representing various National Coalition for Literacy (NCL) member organizations will offer a primer on the key federal budget and policy issues facing adult education in 2017 and in the years ahead.

## **Digital stories in the Adult ESL Classroom**

Lead Presenter: Jiuhan Huang

Co-Presenter(s): Deanna Nisbet

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado C

Are you looking for innovative, student-centered, and meaningful tasks to engage your ESL learners? The pedagogical use of digital storytelling has the potential to meet your needs. In this workshop, we will explore the many advantages of using digital story projects, the process of producing digital stories, and ways in which teachers can use digital story projects to benefit their ESL learners.

## **Workplace Education: An Interactive Case Study**

Lead Presenter: Kathleen O'Connell

Co-Presenter(s): Luanne Teller

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Yucatan 3

In this workshop, we will share our experience using the Massachusetts model for workplace education with one particular employer. Learn how we identified the employer partner, designed and carried out a needs assessment, and implemented the program. Work together with a team to develop a unit using authentic materials and needs assessment information. Learn how you can develop a successful employer partnership.

## **Latest Results of the Study on the Literacy and Numeracy Skills of U.S. Incarcerated Adults: A PIAAC Study**

Lead Presenter: Katie Landeros

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 3

The U.S. has the largest prison population in the world . Understanding the issues facing U.S. prisoners can help in their successful reentry into society. This session will provide an overview of the U.S. Program for the International Assessment of Adult Competencies (PIAAC) Prison Study conducted in 2013-14. The Prison Study was an administration of PIAAC on a nationally representative sample of 1,300 U.S. incarcerated adults ages 16-74 in federal and state prisons. This session will focus on the literacy, numeracy, and digital problem solving skills of U.S. incarcerated adults in light of a background questionnaire that collected information on prison education and job training.

## **It Takes a Village: Dreams, Goals, and the Power of Campus Collaboration in Developing Career Pathways for GED Students**

Lead Presenter: Katie Nisbet

Co-Presenter(s): Jennifer Myers

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 8

Odessa College has a number of initiatives in place that has drastically impacted student retention and persistence. During the last two years, we have begun to fully incorporate the ABE program into these initiatives. There have been challenges and successes and this session will show how the efforts of the college are scalable for other institutions, the points of difficulty that have been encountered with the pathways project and the moments of celebration. This session will include information on how the interaction between student services, instructional technology, instruction, and administration has created a positive innovative pathway for students.

## **Redesigning Service Delivery – Innovations Needed for WIOA and the 21st Century**

Lead Presenter: Laura Weisel

Co-Presenter(s): Jeffrey Fantine, Meryl Becker Prezocki, Margaret Patterson

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Monterrey 1

An amalgamation of evidence-based practices offer an innovative paradigm for delivering AE in a workforce development/career pathway context. How could an innovative paradigm look that would position ABE as a powerful player in WIOA partnerships? Could these innovations reframe all of adult learning while training the skills needed to a successful worker and/or college completer? Join this session to join in the conversation of innovations in AE.

## **Connecting the Dots: How Data, Instruction and Professional Development Informs Programmatic Decision Making.**

Lead Presenter: Lavern Nelson

Co-Presenter(s): Rosemary Matt, James Matt

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 9

Teachers teach, data is collected and professional development conducted. What is the connection between among these three areas? Too often these areas occur in isolation, resulting in continued poor or stagnant program performance. This session is designed to highlight how the gap must be strategically bridged and targeted to achieve meaningful and purposeful program outcomes.

## **Bridging English Language Learners to GED Test Prep: Strategies for GED Success**

Lead Presenter: Lia Conklin Olson

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 4

If our GED classrooms were filled with students reading at the 11th and 12th grade level, there would be no need for this session. The reality is, of course, that by and large our students come to us with reading levels far below that. When we add to that the increasing number of English language learners (ELLs) with language development needs, preparing our learners for the GED test becomes quite challenging! In this session, we will explore research-based strategies for bridging ELLs to GED preparation materials utilizing the New Readers Press (2017) Bridging English Language Learners to GED Test Prep: Teacher's Guides for Social Studies and Science, Reasoning through Language Arts, and Mathematics.

Find out how with little prep you can begin to bridge your ELLs journey to the GED!

## **Preparing Learners for Tomorrow's Dreams: Integrating Workforce Preparation into ESOL and EL Civics Curriculum**

Lead Presenter: Lori Howard

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado F

The Workforce Innovation and Opportunity Act (WIOA) emphasizes integrating workforce preparation and training into ESOL and EL Civics curriculum. Presenter demonstrates California's EL Civics workforce preparation curriculum and performance-based assessment. Participants review and evaluate it for their own use in ESOL and EL Civics curriculum.

## **The Early Results Are In: Improved PSE Transitions for GED Grads**

Lead Presenter: Martin Kehe

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Laredo 1

In this presentation and discussion participants will be given highlights of research conducted by GED Testing Service on the indicators and to-date outcomes of GED graduates in transitioning to postsecondary programs. Participants will see the findings which show that students as a whole are performing better on the test, that a higher percentage of grads are enrolling in PSE programs, and to date have been performing better in credit-bearing coursework. Participants will also learn about the new ACE CREDIT program recommendations and the status of their adoption across higher ed.

### **No Money, No Home, No Job: Help Former Inmates Recover Financially**

Lead Presenter: Mary Jeneverre Schultz

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado E

Each day, former inmates are released in a new life – often with no home, little money and questionable credit. Finding and keeping a job, as well as managing the money they earn, is essential to successful re-entry into society. Help ex-convicts establish a solid financial foundation by using this workshop that provides basic financial planning tips, including creating a spending plan, establishing a banking relationship, and avoiding money traps.

### **Executive Function Deficit - Impacts on Adult Education Transition students.**

Lead Presenter: Mary Lynn Carver

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Cancun

Executive function is well known in the learning disability world. For many of us in adult education, it may be a newly identified concept. Executive function skills are what keep us organized, control our impulses and emotions, help us think flexibly and initiate tasks. It keeps us from being overwhelmed with new information. Many adult education students do not have this set of skills, but we can teach them! Many of the "soft skills" and "employability skills" required by WIOA require a handle on executive function skills. There are great resources and ideas that will be shared to help your students with this eye-opening concept.

### **USA Learns: Free Online English Learning Tools**

Lead Presenter: Melinda Holt

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado B

USA Learns is a popular English learning site used worldwide. USA Learns is a FREE online instructional program developed for adults and the media rich site is the preferred online distance-learning tool not only in many states but worldwide as well! This session will cover the student site and how it is used as well as the teacher management options which include class-keys, rosters, gradebook, and student account updates.

## **Research at the Federal Level: What Has Happened, Is Happening, and Could Happen (with Your Help)**

Lead Presenter: Meredith Larson

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado T

This presentation will cover some of the major themes in federally sponsored research relevant to adults with low skills, highlighting research grants funded by the National Center for Education Research (NCER) at the Institute of Education Sciences (IES). Participants will learn about both NCER's goals for its adult education research portfolio and the research federal agencies need help with to provide appropriate services and programs for adults with low skills and to evaluate existing programs. There will be time for discussion about these federal efforts, possible avenues for research, funding options, and how the federal research line does or does not align with work conducted by others in the field.

## **Implementing Career Pathway Adult Basic Education Models in Texas: Evaluation Highlights & Implications**

Lead Presenter: Nandita Chaudhuri

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 6

Contracted by the Texas Higher Education Coordinating Board (THEBC), the Public Policy Research Institute (PPRI) at Texas A&M University has been conducting the evaluation of the Accelerate TEXAS Adult Basic Education programs at twenty eight Texas community and technical colleges since 2013. Through a career pathway concurrent instruction model, these programs provide underemployed or unemployed adults contextualized basic skills and vocational education instruction to help earn a workforce certificate, increase their reading/ language/ mathematics proficiency levels, and/or help them take the GED exam. Based on the evaluation findings, this presentation will highlight some of the innovative strategies and successes from these programs and discuss their policy implications.

## **Bridging The Gap: An Integrated, Contextualized Program Model for HSE Completion and Transition to Post-Secondary Studies**

Lead Presenter: Pamela Gerstner

Co-Presenter(s): Jo Allison Scott, Heather Anderson Cox

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado P

Are you looking for a way to simultaneously help students prepare for HSE testing, build career knowledge and interest, and bridge the gap from HSE to post-secondary transition? This session will provide participants with an overview of cluster-focused, contextualized programming designed to do all three. Emphasis will be given to identifying the key components of our cluster-based programming, which will provide a blueprint that attendees may adapt to their local program format. Essential elements include: team training, delivery format, student motivation, selection of authentic materials, target competencies, use of scaffolding, case management, and building partnerships with post-secondary student support services.

## **Using the Magic of Partnerships to Bridge the Digital Divide**

Lead Presenter: Rachel Porter

Co-Presenter(s): Laura Walters, James Butts

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 2

For low literacy adults, the Digital Divide represents a daunting barrier to realizing the American dream. But when organizations come together, they can create partnerships that are nothing short of magic. For over a decade, the Triangle Literacy Council (TLC) has integrated digital literacy instruction in its programming, serving high-need populations in the Triangle NC region. Recently, as a Google Fiber City Host, TLC has developed partnerships with leaders in the tech sector to expand these efforts. Learn how TLC has successfully connected with commercial and nonprofit partners to bridge the digital divide and provide tech and workforce education for at-risk and under-served populations. Presenters will discuss the development of these partnerships, lessons learned and future plans.

## **Meeting Planning Essentials – RFP through Contract Negotiations**

Lead Presenter: Richard Miseyko

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Fiesta 10

Join in a fast paced session with dozens of take away tips to use during the site selection and contract negotiation process, including: Creating the RFP, how much information to provide to the hotels and knowing how they qualify a good piece of business, the importance of history, the options available for distributing your RFP, using CVB's or third party planners vs. doing it on your own, and site inspection hints and the questions you should be asking. We'll also review a contract template loaded with clauses to minimize risk and exposure to your organization. A Q&A will follow.

## **Adult Education by Design: How to create a sustainable Mentoring Program to enhance the skills of the Novice Instructor**

Lead Presenter: Sandra Michele Echols

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado S

This workshop will provide program administrators with a plethora of resources aimed at retention of new instructors for ABE/HSE programs.

## **Cornerstone: Digital Literacy Training for Refugee and Immigrant Populations**

Lead Presenter: Sarah Chu

Co-Presenter(s): Sadia Khawar

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Yucatan 2

Being without a computer hard is enough for a day, but limited exposure to computers at all can be crippling in today's always-on world. Yet that is the reality for many refugees. Cornerstone is a community program that offers free computer classes to area refugees and immigrants. We have completed two six-week sessions where students learn basic hardware, word processing, Internet search, and email from volunteer instructors. Students who pass the class receive their Northstar Digital Literacy Certificate, beefing up their skillset and credentialing themselves for potential employers. In the conference session, you will learn about our methodologies, the particular challenges in reaching this demographic, and how you can easily replicate the successful program in your own hometown.

## **Poverty: The Covert Inferiority Message and How Adult Educators Can Mentor Students Struggling with Poverty**

Lead Presenter: Stephenie Rittberger

Co-Presenter(s): Kelsie Lawrence

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Laredo 2

Society and institutions often send the message people in poverty are not worthy of assistance or improvement, communicated through non-verbal negative reactions to behavior or appearance. Low wage jobs offer little respect to employees causing students in poverty to suffer humiliation to keep jobs. Rapid City, SD has embarked on a project of epic proportion battling constraints of poverty and creating a supportive mentorship environment assisting individuals out of poverty. The Career Learning Center invested time and focused work in this project. Participants learn how to access intensive wrap-around services gaining knowledge of navigating the middle class world of work, education and social etiquette. Students are given genuine opportunity to move forward using survivor skills.

## **Listening: Hitting the Target Using CASAS Instructional Resources**

Lead Presenter: Veronica Pavon-Baker

Session 1, Monday, April 3rd 9:30am-10:45am, Room: Coronado A

Recent changes in reporting students' performance results have increased the need to target ELL students listening skills with more rigorous and focused teaching strategies. If you are looking for a greater understanding between the CASAS tests and your students' listening performance, then this is the presentation for you! Special focus will be given to the CASAS Task Areas and proven listening strategies to make your students succeed and be English proficient. Participants will receive handouts materials to use in their classrooms.

## **COABE Journal Consulting Editors Meeting**

Lead Presenter: Amy Rose

Co-Presenter(s): Alisa Belzer, Heather Brown

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado T

This session is for all current and incoming advisory board and editorial board members of the COABE Journal. The intent is to discuss the impact of the journal and ways to improve its presence.

## **LINCS LIVE! Connecting You with a National Network of Adult Practitioners, Resources, and Promising Practices in Real Time**

Lead Presenter: Chrys Limardo

Co-Presenter(s): David Rosen, Susan Finn Miller, Brooke Istas

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 6

Meet the community group moderators for the Literacy Information and Communication System (LINCS) as this session brings the online community experience to a LIVE audience. Participate in a candid discussion on pressing topics and needed resources to support adult education practitioners and learners and connect with fellow educators to share first-hand experience and insights critical to the field. See how the LINCS Community works in real time and learn more about its high-quality resources through a blended discussion driven by session attendees and online participants. This session is a great refresher for LINCS Community members and an excellent introduction for those interested in joining the national dialogue occurring on LINCS.

## **Fractions: How to make sure your students can break the code without silly tricks and shortcuts.**

Lead Presenter: Curtis Ward

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Baja

Fractions are the backbone of algebra (since they are division at that level) and have plagued most of the students who enter Adult Education since middle school. Find out how to provide your students (and yourself) with the simplest and easiest to understand rules for using fractions and avoid tricks and shortcuts that only work once.

## **A Pathway and a Partnership: The ParaEducator Training Academy of SE Minnesota**

Lead Presenter: Dahn Karsner

Co-Presenter(s): Stacy Edland

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 9

In today's economy it is important that people have an education beyond the high school level in order to obtain meaningful employment with a livable wage and WIOA has tasked ABE programs to partner with local workforce centers. Join us to learn about The ParaEducator Training Academy (PETA) in Southeast Minnesota which achieves both of the above goals. This session is an opportunity for ABE and workforce staff to learn how to create a successful pathway program as well as partnering with a workforce partner. Presenters will cover the entire process of creating this pathway as well as the partnership process. There will be hands-on activities as well as time for Q & A.

## **Bridging the Campus through Contextualization: Innovative Pathways to Student Success!**

Lead Presenter: Dana Miho

Co-Presenter(s): Donna Necke

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado F

Come and learn about innovative pathways and stories of student success! Explore how adult education/noncredit courses in the Mt. San Antonio College School of Continuing Education increase pathways and outcomes for ALL students. Our programs have expanded on our campus and are improving completion rates and test scores for adult education students. This is accomplished through faculty collaboration and individually designed contextualized curriculum, which focuses instruction on concepts and tasks that students need to know. We serve as a valuable resource to strengthen students' basic skills. Instruction and student services through noncredit programs can facilitate career and academic success, including pathways to higher education.

## **Providing Welcome Back Centers by implementing IET's for immigrants with degrees from other countries.**

Lead Presenter: Debbie Alford

Co-Presenter(s): Diana Hite, R. Diana Salinas, E. Patty Guerrero

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Cancun

AEL programs struggle to implement IET's with their immigrant population. Learn how to form a Welcome Back Center and recruit immigrants with degrees from other countries into your programs. Grasp first-hand knowledge in collaborating with local Workforce Boards to make the program work. Review how this AEL program helps various immigrants with degrees from other countries find employment that is more closely related to their degree of study than the current jobs they are in. Gain ideas how to serve WBC students with varying certifications, training, and instruction. Learn about our Microsoft Office Specialist program specifically designed for IET students. See how students are being made aware of current employment opportunities in their field. Explore ideas in retaining your students.

## **Climbing the Ladder to Literacy**

Lead Presenter: Diana Streleck

Co-Presenter(s): Silke Hansen

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Monterrey 1

Climb with us as we move from grapheme recognition to blending in the emergent adult learner classroom. Participate in hands-on activities when the presenters engage you in learning techniques to fill your literacy tool box.

## **The Basics of a Proficiency-Based Adult Education (PBAE) System for Teaching, Learning and Assessment**

Lead Presenter: Donna Chambers

Co-Presenter(s): Bonnie Taylor, Amanda Raitano

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 8

How does Proficiency-Based Teaching, Learning and Assessment (PBTLA) help bridge the gap to college and career readiness? PBTLA is a means to implementing an instructional shift that will advance the basic skills fulfillment for all levels of adult literacy. This workshop concentrates on current best practices in standards-based and evidence based instructional management that moves from a focus on teaching to a focus on learning. Learners are expected to acquire skills by recognizing their own responsibility in the learning process, working in or outside of the classroom to learn and practice content material in order to maximize time spent on learning. Investigate PBTLA methodology to advance OVAE college and career readiness expectations through personalized learning.

## **Avoid the Talking Head! Creating Engaging Online Instructional Video**

Lead Presenter: Duren Thompson

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Monterrey 2

Want to 'flip' your classroom? Engage students through online or mobile learning? Support absent or struggling learners via recordings? The key to really effective video or multimedia instruction is PLANNING. Good news - simpler is better! Join us to explore, hands-on, some easy planning steps to creating effective recorded materials – video, audio, narrated slides, etc. – using whatever tools you have on hand. Examine good and bad examples, share personal experiences, and learn current video design research. Participants are encouraged to bring a mobile device with video and internet capabilities (smartphone, tablet, etc.), as well as ideas and experiences to share!

## **Integrative Inquiry**

Lead Presenter: Ellen Beattie

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado S

Neuroscience has shed light on how the neurological system interwoven throughout one's entire body learns best and on how to create conditions for learning and development. Join me to explore how a blend of neuroscience, academic research on teaching and learning, and mindfulness create a powerful combination. With the goal of creating conditions and opportunities to maximize the success of you and your students, you'll learn how mindfulness can benefit students through increased concentration and attention, increased self-discipline and self-awareness, reduced anxiety, and enhanced social and emotional learning. Come learn how mindfulness can work for you and for your students.

## **Teaching Research Skills in the ESL, ABE, and ASE Classroom**

Lead Presenter: Heather Martin

Co-Presenter(s): Tara Schwab

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado Q

By the end of the presentation, attendees will be able to determine appropriate research assignments for their students regardless of their level of academic achievement, understand research objectives for adult education students, incorporate elements of research into their classes, and differentiate research assignments so that students are taught at an appropriate level. The presenters will provide an overview of research skills, their application, and their context for students. In addition to discussing research skills, the presentation will provide examples of differentiated assignments and the accompanying handouts for use in attendees' classrooms.

## **Accelerating Access to Careers through Contextualized Instruction**

Lead Presenter: Heather Tatton-Harris

Co-Presenter(s): Kaylin Wainright, Rosemary Downing

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado E

Adult immigrants experience many hurdles in order to reach career and life goals. Embedding English language instruction with workforce training accelerates ELLs on their journey toward careers and family sustaining wages. Learn how two career pathways (healthcare and hospitality) were developed from vision to implementation. Contextualized instruction will be illustrated through sample materials and videos of classroom instruction. Participants receive steps for pathway design, contextualizing courses, and sample contextualized materials.

## **Teamwork Makes the Dream Work**

Lead Presenter: Heather Vickers

Co-Presenter(s): Jennifer Irvin

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 7

Whether you are the leader of your organization or your classroom, teamwork is imperative to success. The individual is an essential part of the team, so it is important to recognize and utilize the "I" in an "ed-YOU-cational team." This session will provide practical hands-on activities and strategies for engaging the individual and capitalizing on the synergy of the team. Key mechanisms for how to positively manage personal tensions of the team will be discussed.

## **Strategic Direct Close Reading Instruction to Improve Under-prepared Learners' Metacognition**

Lead Presenter: Iris Strunc

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado M

Close reading is a strategy to help under-prepared readers examine and analyze the text to identify important concepts while reading and rereading a passage. By focusing on important or frequently encountered words/phrases in the assigned passages, under-prepared readers are able to identify the main ideas and major supporting details to make important connections for comprehension. Research based strategies will be modeled in the interactive workshop, so instructors can assist the under-prepared students in developing the necessary close reading skills such as previewing strategies, analysis of the text, and retelling.

## **Science Projects for the Adult Education Classroom**

Lead Presenter: Jeffrey Elmore

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 4

As the demands for rigor and contextualized instruction increase, Adult Education teachers are looking for new approaches. This 75 minute presentation (based on a 3-hour training) offers a look at how teachers may use science content to bring CCRS aligned mathematics, digital literacy, team work, and critical thinking together. In a semi-hands-on environment, participants will be introduced to four science projects covering physics, chemistry, and biology. These projects expose students to the Scientific Method, a variety of inquiry processes, and ways to use digital tools to record, present, and interpret data. Because the work is hands-on and there are a range of activities/roles within each project, all of these are well suited to a multi-level, multi-interest classroom (even ESOL!!).

## **IDEAL and Involved Instruction: Using Practitioner Expertise and Research with Distance and Blended Learning**

Lead Presenter: Jen Vanek

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Yucatan 1

Effective online learning requires more than assigning an online curriculum and handing out log-in information; it requires teacher involvement. Administrators and teachers will learn what is required to create opportunities for “involved instruction”. Topics for discussion include: efficiently using core and supplemental online resources in blended learning, selecting technology tools to align with pedagogical and content needs, and making use of computer labs to support instruction. Participants will have time to map “involved instruction” at both the programmatic and instructional levels. Attendees will learn how to access further technical support through participation in the IDEAL Consortium.

## **Health Literacy in the Classroom – A Must-Have for Adult and English Learners**

Lead Presenter: Julie McKinney

Co-Presenter(s): Greg Smith

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Laredo 2

This training provides methods to integrate current concepts of health literacy within Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) curricula. We will explore a variety of free online health literacy resources that support teaching language and literacy skills and your ABE/ESOL curriculum. The session will unpack strategies for program implementation that have been used successfully to train teachers, build community awareness, and form partnerships with local health agencies. We will also do some hands-on exploration of research-based health literacy curricula and some simple activities that will give students the tools they need to take better care of their health.

## **IPDAE - Making a Difference in Adult Education**

Lead Presenter: June Rall

Co-Presenter(s): Joseph Reed, Tamara Serrano

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado N

Are you looking for a PD system that has a centralized statewide website? One that has the dynamic capabilities to data mine information and make good data driven decisions? Look no further and uncover the magic of Florida's IPDAE. In this session you will be able to hear and learn about Florida's IPDAE's journey. A one-stop professional development resource and support center designed to assist and support Adult Education programs. IPDAE covering 67 counties in Florida attract administrators, program directors and teachers across the state to a web based site which allows them access to various resources.

## **Literacy New York Online Tutor Training: Builds Capacity, Creates Successful Tutors, and Increases Educational Gain**

Lead Presenter: Kathy Houghton

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 2

Volunteer tutors enhance the capacity of programs, including CBO's and traditional adult education providers, allowing more adults access to literacy services. Yet, creating successful tutors out of volunteers is a challenge. Faced with this challenge, Literacy New York successfully developed and implemented online tutor training in its statewide network of 35 affiliates. In this session, participants will learn about why the training was developed, the roll out to the network, and its effectiveness. Participants are encouraged to bring their smartphones, tablets, or computers in order to log in to the training to see first-hand how it works. Participants will also learn how the training is managed and the how it has helped recruitment, saved money, and removed logistical problems.

## **Tomorrowland- The Changing Classroom- removing walls for our students**

Lead Presenter: Khris Betten-Jutasi

Co-Presenter(s): Scott Schnappauf

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado D

Imagine a learning environment that expands outside the brick and mortar classroom. What would that look like? How would it improve student learning? Come discover the many ways that educators can make this happen now and not have to wait till Tomorrowland. Explore and practice strategies (yes we will be actually interacting and applying), tools, and technologies that you can take back to your school the next day. Participants will have the opportunity to 'play' with new information while learning what can happen when the educator expands the classroom into the community and career exploration. Rethink the classroom, break down the walls.

## **Assessing for Tomorrow: Using Real-world/Authentic Assessment**

Lead Presenter: Leah Katherine Saal

Co-Presenter(s): Clair Minson, Cassandra Mondesir

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 1

Traditional program evaluation and learner assessment provide information on program effectiveness. But, how do programs know if client/students can apply what they have learned to new contexts? Implementing authentic assessment allows programs to understand how students apply the learned content and problem solving skills to real-world applications. This interactive presentation will outline how Career and Technical Education Programs and Workforce Development Programs can authentically assess student learning. Designing authentic assessments will be demonstrated in context of one program tackling long-term unemployment. Participants will be provided guided practice opportunities in applying assessment design techniques to their individual programs.

## **IET with BurlingtonEnglish Career Extensions: How to Utilize a Blended Curriculum to Assist Students' Career Advancement**

Lead Presenter: Lori Wedner

Co-Presenter(s): Cristina Urena, George O'Clair

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 5

With the growing demands of adult programs to offer Integrated Education and Training (IET), this session will highlight BurlingtonEnglish Career Extensions and how two adult programs utilize them to prepare students for the workforce. Participants will view Burlington's digital and print materials to see how they address both English language acquisition and workforce preparation activities. They will also learn how Atlantic Technical College, Arthur Ashe, Jr. Campus in Florida and Morgan Community College in Colorado have utilized Burlington's programs to create and implement their own career-specific courses. Together, BurlingtonEnglish, Atlantic Technical College, and Morgan Community College will highlight how adult programs can address WIOA and employment opportunities for students.

## **Set the Standard, Be the Standard National Adult Education Honor Society .....What's in your Program?**

Lead Presenter: Louis Dash, III, Ph.D.

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Monterrey 3

Retention and Attrition continue to plague Adult Education Programs. As we strive to retain our students, we can create systematic avenues to address their academic success which may include induction into the NAEHS. Let NAEHS be the leader in your academic achievement as you acknowledge their success.

## **Immigrants in Health Care: Imperatives for Workforce Development**

Lead Presenter: Marcia Hohn

Co-Presenter(s): Denzil Mohammed

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Yucatan 3

This workshop showcases the latest data on the outsized presence of immigrant health care workers at the high- and low-skilled ends of the health care spectrum, and societal trends that are driving increased need for health care workers especially in home health. It will focus on the workforce development imperative to "upskill" home health immigrant workers featuring leaders from three innovative models: Minnesota International Institute, JVS/Skyline College in San Francisco and LaGuardia Community College. These programs skill-build in community settings and link career pathways with job redesign to address the needs of an aging and diversifying U.S. population. Participants will interact directly with these program leaders as well as explore implications for their own practices.

## **Strategies for Developing Adult High School to College Transition Programs**

Lead Presenter: Marlyn Pierce

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado P

Making the communities adult high school transition relevant to college enrollment. Supporting the needs of the community, while transforming lives through generational success. Understanding its importance is based on the need for pre-basic high education success, while setting post – secondary goals beyond the participants current academic and financial circumstances. Understanding that high school diplomas Post- is a milestone in the right directions to personal successes. Developing strategies to create resourceful programs through pre and post education.

## **Mathematizing ESOL**

Lead Presenter: Melissa Braaten

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado B

This session offers highlights from a new online course designed to help ESOL teachers integrate math into their practice. Participants will engage in math and language activities to develop their understanding of basic numeracy concepts and how they can be included in the facilitation of language acquisition.

## **PA's model: The magic of change – moving from individual to collective professional development to support program improvement**

Lead Presenter: Rebecca Wagner

Co-Presenter(s): Joy Zamierowski, Susan Mansuetti

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado G

Over the past five years, Pennsylvania has moved from individual to collective professional development to support program improvement. This presentation will feature six integral components, including developing agency infrastructure, theoretical frameworks, communication strategies, professional learning communities, tools for moving from individual to collective professional development, and communities of practice. Although this model has been used for CCRS implementation across the state, it is a vehicle for implementation of initiatives at the local or statewide level.

Join us to learn how you can set this up in your local program or statewide.

## **Developing Self-Advocacy Skills for Special Learning Needs and ALL Students**

Lead Presenter: Sarah Goldammer

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado A

Preparing our students to transition into the post-secondary or workforce requires that we understand the principle of self-advocacy and the importance of integrating self-advocacy instruction for adult education students. This session will provide an overview of the components of self-advocacy: know self, decision making skills, knowledge of rights and responsibilities, knowledge of own needs, knowledge of laws, and effectively requesting reasonable accommodations.

## **Technology that Works for Corrections**

Lead Presenter: Sarah Wilkins

Co-Presenter(s): Tonya Crum

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Yucatan 2

If faith, trust, and pixie dust are all it takes to fly to Neverland, we know that using technology in corrections classrooms is not impossible! We'll look at the current use of technology in correctional settings, from fully equipped classrooms to classrooms with no technology allowed. Discover free resources from PBS LearningMedia that are downloadable and available for use offline. To help prepare students for successful reentry, we'll focus on workplace and soft skills resources. Finally, attendees will get a preview of KET's new workplace courses in-the-making and printed workbooks for students at both the foundation level and the high school equivalency preparation level.

## **Teaching Grammar to Adult English Language Learners**

Lead Presenter: Sergei Paromchik

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado C

Teaching grammar is central and very important to the teaching and learning of languages. Besides, it's one of the most difficult and controversial aspect in the field of linguistics. Teaching grammar has to be provided on a regular basis in the form of a communicative approach.

## **WIOA Friendly Contextualized Curricula for Healthcare and Advanced Manufacturing Pathways**

Lead Presenter: Steven Schmidt

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Laredo 1

Stressed out about meeting WIOA requirements for using "occupationally relevant instructional materials" for students in healthcare and advanced manufacturing career pathways? Experience some easy to do activities and other lesson planning resources that can help instructors meet WIOA requirements with engaging cross-disciplinary lessons.

## **"ELA Instruction in the Contextualized Classroom: A Standards-Based Approach to Soft Skills-Infused Instruction"**

Lead Presenter: Susan Roberts

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 10

With the implementation of WIOA mandates in adult education programs across the country, programs are asking themselves, "How can I teach academic and soft skills in my classroom in a way that will most benefit my students?" In this interactive, high-energy workshop, you'll learn about important elements of preparing curriculum for the contextualized ELA classroom. Walk away with an arsenal of CCRS- and soft skills-based ELA materials, teaching strategies, activities, and knowledge to help prepare your students for the classroom, for employment, and for life.

## **Forging Community Partnerships to Increase Academic and Employment Outcomes for Parents:**

### **The Magic is in the Mix!**

Lead Presenter: Tracy Noles

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Coronado R

Parents need more than academic skills to be successful. They need to overcome barriers to employment, create social capital, practice employability skills in context, and become empowered to develop community connections. Adult Education programs can't tackle all of these needs alone! In this interactive session participants will learn concrete strategies to create and maintain strategic partnerships that lead to improved outcomes for adults as parents, students, employees, and citizens. Participants will engage in dialogue about how strong community partnerships can elevate Adult Education within the community while providing increased social capital and leadership development for parents.

Join us to learn more about the power of purposeful partnerships!

## **Engaging and Fun Literacy Strategies for Informational Texts**

Lead Presenter: William McBride

Session 2, Monday, April 3rd 11:00am-12:15pm, Room: Fiesta 3

This highly engaging and interactive workshop will show teachers how to incorporate research-based Fluency, Comprehension, and Vocabulary strategies into their content-area classrooms. Teachers will learn appropriate pre-reading activities to ensure their students succeed in their first reading of the text. New Standards call for students to "read deeply;" hence teachers will learn activities that require students to reread a text multiple times while learning different literacy strategies. During and post reading strategies include such Common Core standards as context clues, inference, text structure, summarization and argumentative writing. Detailed handouts will be provided.

## **Make the magic: Management and lesson planning for the dynamic, communicative, standards-based ESL classroom**

Lead Presenter: Allison Pickering

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado B

Are you a new ESL teacher (or an experienced one) struggling to develop coherent lesson plans that integrate new standards with the research-based, communicative methodologies we know and love? The good news is, it's easier than you think! This focus of this session is classroom management and lesson planning with guided to communicative practice that gradually decreases the scaffolding to help students succeed. It includes how to implement the English Language Proficiency Standards for Adult Education in the context of the communicative ESL classroom using the WIPPEAR lesson format.

## **Publishing in the COABE Journal**

Lead Presenter: Amy Rose

Co-Presenter(s): Alisa Belzer, Heather Brown

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado T

This session will introduce the journal; present the different kinds of articles published; and discuss the submission and review processes. There will be an opportunity for individuals to discuss their own research or ideas with the editors.

## **Maximizing the Impact of ABE/ESL Classroom Volunteers**

Lead Presenter: Andrea Echelberger

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado A

In this workshop, participants will explore best practices for programs to effectively integrate volunteers into the ABE classroom. Participants will learn some concrete activities that volunteers can do to help with student achievement, ways that volunteers can help teachers to manage classroom challenges, and different roles that volunteers can take on in the classroom. The workshop will highlight new online resources that have been developed by the MN Literacy Council to help teachers and coordinators save time and effort as they support and coach volunteers.

## **Infographics: How to Develop and Apply a Critical Mindset Towards Data**

Lead Presenter: Brooke Istas

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Laredo 2

Interpreting and analyzing data and information visually is a crucial 21st century skill. Infographics are visual images, like charts or diagrams, that serve this purpose. This workshop will increase adult education practitioners' comfort and skill with introducing data and statistics to learners. Participants will be introduced to infographics and how to evaluate infographics using a critical mindset based on a foundational knowledge of data and statistics. Activities conducted with workshop participants can be adapted for use with adult learners in the math classroom. These skills are a valuable asset to adult learners (students and teachers) since many high school equivalency assessments have sections on data and statistics, including the science, social studies and mathematics sections

## **Teaching Speaking and Conversation to Adult ESOL Students**

Lead Presenter: Carlin Cavanaugh

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado E

This hands-on, interactive workshop covers strategies and activities to foster speaking and conversation in the ESOL classroom. Strategies are designed to lower students' affective filters and make them feel valued and respected. The activities presented are fun and engaging, designed to bring energy and life into the classroom. Participants will have the opportunity to join in on the activities themselves in order to think about how the activities could be best applied to their own classrooms.

## **Out of School Youth Grant/WIOA in action!-Broward County Public Schools and CareerSource Broward**

Lead Presenter: Christy Bradford

Co-Presenter(s): Enid Valdez

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 9

Broward County Public School CTACE department Out of School Youth Grant Supervisor and Grant Manager will present on the success of the Out of School Youth grant year one. The \$500,000 grant was awarded from CareerSource Broward to CTACE to recruit Out of School youth ages 16-24. The grant enrolled 155 youth who obtained their GED, participated on a work experience and obtained a positive post secondary outcome. Now into its 2nd year, The Out of School Youth program has been a success and demonstrates WIOA is action. Best practices and lesson learned will be discussed as well as how to partner with CareerSource Broward.

## **Using Relevant Content and Graphic Organizers to Teach CCR-Aligned Reading and Writing Skills**

Lead Presenter: Cynthia Peters

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado N

When content is relevant and engaging, students use their interest in the topic to scaffold into higher-level basic skills. With well-designed graphic organizers, teachers can support students to more deeply understand what they are reading, as well as to understand the structure of the writing. When students break texts down into component parts in order to place the parts in a graphic organizer, their comprehension improves, they have the chance to think critically about the text itself, and they learn about the various ways texts can be organized, which will inform their own writing. This workshop will be participatory, and you will leave with ready-to-use materials.

## **Family Fun: Learning Events for Families!**

Lead Presenter: Donna Elder

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado R

Family literacy programs, with their Parent Time and Parent and Child Together (PACT) Time® components, provide parents the opportunity to learn and practice strategies that will lead to improved literacy and language outcomes for their children. Family literacy programs are a natural way to engage parents, help them learn new skills for interacting with their children, and see the vital role that they play in their children's lives. Even if you do not have a family literacy program, you can provide opportunities for parents to learn ways to make a positive impact in their child's learning while increasing their own persistence and academic success. Come and explore ideas, tools, and strategies that will help families.

## **Adult Education and Career Pathways in Chicago, Houston, and Miami**

Lead Presenter: Esther Prins

Co-Presenter(s): Becky Raymond, Sheri Foreman Elder, Mark Needle, Carol Clymer, Blaire Toso

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 7

Career pathways has become a popular buzzword, but we know little about how adult basic education providers are integrating career pathways into their services, how programs are designed, who they serve, what kinds of outcomes they are achieving, and how these are measured. This presentation will describe an Institute of Education Sciences researcher-practitioner partnership that is mapping the landscape of adult education career pathways in Chicago, Houston, and Miami. We will present findings from a survey of adult education providers, focus groups with 19 providers, and case studies of six exemplary programs. The findings offer insights into how career pathways are designed, the policies that shape their implementation, and mechanisms for coordination within and across cities.

## **The Vegas Five: Five Popular Activities I Have Used in My Las Vegas Classes**

Lead Presenter: Glorious Fealing

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado D

Glorious Fealing will present five student-approved lessons to help the busy ESL teacher in search of creative and effective activities for adult learners. The lessons arise from action research and participant-observer research conducted in class. Included are handouts and worksheets that can be immediately incorporated into class. The lessons will show the way class-wide gamification and activity stations can help ESL instructors effectively teach large class sizes (26 students.)

## **Technology Resources for Special Learning Needs in the Adult Education Classroom**

Lead Presenter: Heather Martin

Co-Presenter(s): Tara Schwab

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado Q

By the end of the presentation, attendees will be familiar with and comfortable using a variety of technology resources and be able to incorporate them into their classrooms. The technology resources and classroom applications will be appropriate for ESL, ABE, and ASE students. The presenters will provide a tutorial on each of the resources. Participants will have the opportunity to familiarize themselves with the resources in a group activity. Handouts with clear instructions will be distributed.

## **A Case Study of Early Numeracy for Adults to Utilize with Children at Home**

Lead Presenter: Jan Adversario

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 8

The presenter shares his experiences designing and implementing a family literacy training project in Central Texas. The focus of this training was numeracy skills and activities that parents and other adults in the family can design and use to practice at home with their children. Using family literacy as umbrella, the presenter designed and delivered fun games and crafts to teach early math concepts such as measuring, shapes, patterns, counting, and sorting. The adults who participated in this family literacy event realized that numeracy extends beyond mathematics and that numeracy concepts can be learned in the child's early years. Conference participants can expect examples, dialogue, and handouts with ideas and resources.

## **It's All Magic until it's Science: Explore the Brains of Adult Learners to Discover Their Learning Strengths and Weaknesses**

Lead Presenter: Janet Zadina

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 2

Take a magical tour through the brain of the adult learner! See how it learns and discover its magical powers! Yes, it's true that adult learners learn differently, but they have special strengths along with their weaknesses. Learn to capitalize on their strengths and compensate for their weaknesses. If 30-80% of your class had a learning disability, would you address it? They do – stress and trauma. Anxiety, stress, and trauma impede learning. Learn the "magic tricks" for reducing stress and creating a trauma-sensitive class. Be prepared to engage and have fun while acquiring magical strategies for enhancing learning for an Educational Neuroscientist who previously taught adult education.

## **Using Data to Improve Program Performance**

Lead Presenter: Jay Wright

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Laredo 1

Most professionals understand what "good data" and "bad data" looks like... and most also understand what common solutions exist to address specific areas of improvement. This workshop attempts to "tie these concepts together" so that local agencies can review the data they already possess on a regular basis to improve program performance. The session focuses on how to interpret common data reports and results that display critical trends and outcomes needed to identify program strengths and needs, with special emphasis on better meeting state and federal reporting requirements. The concepts presented are mostly familiar concepts -- the key of this presentation is to match these commonly known solutions to specific indicators in common local agency data reports.

## **Cultural Factors and Their Impact in the Classroom: Review of the Research and Steps for Practice**

Lead Presenter: Jim Berger

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 10

This session examines the role culture plays in the classroom and reviews research on the role culture has on learning in various populations. A brief review of the literature on how different international populations view certain cultural values will be presented. Participants will discuss the definition of cultural values and how they manifest in the classroom and then engage in small-group work to discover ways to identify cultural values present in presented cases. Once they understand these cultural values, participants will be provided a list of potential accommodations for different cultural values in the classroom. Hands-on activities will be conducted to provide practitioners and administrators with culturally sensitive practices in the classroom.

## **Give Employers What They Want: Work Ethic**

Lead Presenter: Josh Davies

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Monterrey 1

No matter what sector or region, employers are increasingly hiring talent based on soft skills like attitude and ambition, with nearly 9 out of 10 saying the most important factor in hiring is the candidate's work ethic. The challenge is that less than 1 in 5 candidates have these skills. While these foundational behaviors are the top traits that hiring managers are looking for in candidates, almost all job training is focused on academic and technical skills. New research shows that not only can these behaviors be learned, they are making a huge difference in employability and retention.

## **Digital Literacy for Adult English Language Learners at All Levels: Professional Development Materials**

Lead Presenter: Kathryn Harris

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado F

Adult English language learners need to be able to do many digital things, including communicating with children's school, making presentations for work, synthesizing and summarizing information for an educational assignment, and accessing health information in an eHealth portal to name just a few. This presentation describes online professional development materials that are available to all without cost, created in the LINCS ESL Pro project. The presenter will describe the materials as well as key concepts, and ways to use the materials for professional learning. Participants will preview the freely available materials, and complete several digital literacy tasks that can be integrated into their own classes or programs.

## **Building Retention Strategies to Help Students Achieve Their Dreams**

Lead Presenter: Kathy Tracey

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 3

Students dream big. So how do we help make these dreams come true? The answer may be a combination of helping students set realistic goals, connecting these goals to action plans, and retaining students until goal completion. Yet programs struggle with matching the expectation of a student with the reality of rigorous instruction. Join this interactive discussion, share your questions and ideas, and walk away with tools designed to help retain students from entering the classroom to reaching their goals.

## **Lessons on Energy: Sources, Transformations, and Uses**

Lead Presenter: Kimberly Glenn

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado G

This interactive workshop introduces participants to resources, strategies, and activities they can immediately implement with their students in their classroom on the topic of energy. Portions of lesson activities will be modeled and foundational content shared in an interactive format designed to create excitement and engagement with the subject matter. Alignment to Next Generation Science Standards is discussed as well as relevancy in HSE Assessments.

## **Increasing College Access, Transition and Success for Adult Basic Education Students**

Lead Presenter: Lori Griffin

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado P

The Pierce College Adult Diploma program provides ABE students accelerated pathways to earn a high school credential and seamlessly transition into college. All students complete their first quarter of college tuition free and receive academic and navigation support. The program eliminates common barriers and provides the opportunity for ABE students to experience success in college. Thus far, 82% of students have completed their first quarter of college on their first attempt. This positively impacts confidence, motivation and transition to degree and certificate programs. Join us to learn how committed leadership, innovative faculty and inclusion of ABE programs in college wide initiatives has increased student access, equity and helped them realize their dreams to complete college.

## **Pathways to Success--Improving Student Retention**

Lead Presenter: Marcel Kielkucki

Co-Presenter(s): Cyd Hanson

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Yucatan 3

Many programs are concerned with improving student retention rates. How can adult education programs engage students effectively as they enter programs? In this session, learn more about Kirkwood Community College's Pathways to Success course. Participants will learn more about the reasons why the course was developed, the main purposes of the course, the improvements Kirkwood has seen as a result of the course, and future plans for this class. Participants will also receive a copy of the course materials to take home with them.

## **PERCS: Planning, Engagement, Repetition, Correction, Skills**

Lead Presenter: Marcie Smith

Co-Presenter(s): Debbie Goldman

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado C

This hands on presentation will teach some effective tools and techniques to use in adult ESL classrooms. Using a 20 minute planner and various engagement techniques the participants will work in small teams to plan different parts of the lesson.

## **Adult Education and Immigrant Integration: Opportunities and Challenges Facing the New President and Congress**

Lead Presenter: Margie McHugh

Co-Presenter(s): Tara Raghubeer

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 6

New attempts to pass comprehensive immigration reform, create a White House Office on Immigrant Integration Policy, and ensure immigrants can access vital WIOA services present significant opportunities and challenges for the new president and Congress. This session will discuss developments in the immigration and immigrant integration fields and examine how these program and policy changes could affect demand for adult education services. Presenters will discuss potential strategies for meeting increased needs for English language, adult literacy, and civics instruction through existing programs as well as new proposals before the White House and Congress.

### **Breakout EDU - It's Time for Something Different**

Lead Presenter: Marie Coleman

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 4

What is spellbinding, captivating AND belongs in the adult education classroom? How do you translate traditional content and requisite 21st century skills into a meaningful lesson? Meet Breakout EDU - games with a series of puzzles, clues and locks that teach critical thinking, teamwork, complex problem solving, and applicable to all content areas! Intrigued? Join us to explore an interactive game and learn more about how to magically transform your program to meet students' goals as well as global expectations.

### **Mathematical Modeling: Lessons from a Math Teachers' Circle**

Lead Presenter: Mark Trushkowsky

Co-Presenter(s): Eric Appleton

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Baja

The Common Core Standards describe mathematical modeling as one of 8 math practices of a mathematically proficient student. And yet there is a lot of confusion about what exactly mathematical modeling actually means. This interactive workshop will explore that question by working and reflecting on a modeling task. Participants will also be introduced to additional resources for modeling tasks for further exploration. The right modeling task can engage all students in real mathematics, deepen their understanding, expand their definitions of what it means to do math and change their self-concept when it comes to math.

### **Digital Literacy: Make it Real, Make it Fun!**

Lead Presenter: Mary A. Gaston

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Yucatan 1

Bring your device (laptop, ipad, tablet) and join us to see how we are integrating digital literacy into Intake, Orientation, Classroom Instruction, Workforce Preparation, and even into student meetings and assemblies. Digital Literacy is SO much more than skill practice in a software program. The WIOA definition of digital literacy is "the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information." Be an active participant and leave with new tools and ideas for equipping your students with digital skills needed for their futures.

## **Building a Knowledge Base: Funding Opportunities for Education Research at IES**

Lead Presenter: Meredith Larson

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado S

This poster will provide information about adult education-relevant research supported by the National Center for Education Research (NCER) at the Institute of Education Sciences (IES) and about funding opportunities through NCER to support additional research in this area. Those who visit the poster will also learn about online resources that will provide more information about ongoing IES-funded research and to assist potential grant applicants. Dr. Meredith Larson will be available to discuss grant opportunities relevant to adults with low academic skills and to answer questions about whether IES/NCER could support specific research interests COABE participants may wish to pursue.

## **Do Digital Learning Technologies Support Literacy and Math Skill Development for Low-Skilled Adults?**

Lead Presenter: Patti Constantakis

Co-Presenter(s): Robert Murphy, Shannon Sims

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 5

We have completed a study of digital learning technologies (DLTs) in ABE settings focused on workforce development. We studied five DLT products at 14 ABE sites, and we will present our findings on the effectiveness of these DLTs for low-skilled adults-- performing at fourth- to ninth-grade levels in reading and/or math. Our findings will include what DLT features are more or less effective for this community of learners. We also will share the infrastructure, instructional models, and support practices needed to make technology effective for adult learners.

## **USING EFFECTIVE PROBLEM SOLVING STRATEGIES TO HELP ADULT EDUCATION STUDENTS TO SOLVE MATHEMATICAL REASONING PROBLEMS.**

Lead Presenter: Randy Mack

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Monterrey 2

This session will share with adult educators how effective problem solving strategies can be used to assist their students on how to approach mathematical reasoning problems to prepare them for success on the GED exam. Participants will actually be engaged in solving problems using ten different strategies that has been proven effective in today's adult education classrooms.

## **Motivating Adult Learners Using Classroom-based Gamification Principles**

Lead Presenter: Robb McCollum

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Monterrey 3

Gamification offers the promise of greater learning engagement through extrinsic reward systems. But how can teachers employ these highly motivating techniques without eroding their students' intrinsic motivation? This session helps ELL classroom teachers discuss ways to integrate gamification principles that complement and strengthen intrinsic motivation with extrinsic support.

## **Talk to Me: Empowering Adult Learners' through Information Literacy**

Lead Presenter: Sandra Michele Echols

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Coronado M

The College of New Rochelle (CNR) is in the midst of a wide-ranging initiative to support student success by addressing the needs of the “whole student.” Mentoring, Undergraduate Research, and Augmented Libraries (MURAL) intervention focuses on increasing access and completion for underrepresented, underprepared, and low-income students. This breakout session will provide attendees with a facilitated discussion to demonstrate the effectiveness of our study; in regard to information literacy skills that integrate our practical applications to address the MURAL project. Attendees will learn how to build relationships with both academic and public librarians to empower adult learners.

## **The Network Approach: Greater than the Sum of the Parts**

Lead Presenter: Silja Kallenbach

Co-Presenter(s): Susan Finn-Miller

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Cancun

Networks of organizations with complementary strengths can often achieve greater impact than individual organizations alone. This interactive workshop shares current knowledge and practice about building effective networks, the benefits and challenges. It features the Lancaster Refugee Coalition focused on immigrants' economic and linguistic integration through education and related services. Presenters and participants will share their experiences and lessons learned about network development locally and nationally.

## **Transforming Inmate Training, Education, and Reentry with Real-Time Internet Technologies**

Lead Presenter: Steven Olinger

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Fiesta 1

With limited access to education, training, and reentry resources while in prison, many ex-offenders struggle to overcome a significant barrier to a successful reintegration: achieving employment. This presentation will highlight how to reduce recidivism using new Internet access to deliver online education and reentry resources that help ex-offenders become better prepared to meet job market and workplace demands.

## **Northstar Digital Literacy Assessment and Information Literacy: New Content to Meet Real World Digital Literacy**

Lead Presenter: Tom Cytron-Hysom

Co-Presenter(s): Jenifer Vanek

Session 3, Monday, April 3rd 1:30pm-2:45pm, Room: Yucatan 2

Since 2012, ABE programs have been using the Northstar Digital Literacy Assessment to help identify learner digital literacy proficiency and assess skill gains in the areas of computer basics, email, operating systems, Internet search, social media, and Microsoft Office Suite. The newest module, released in late 2015, tests learner proficiency with information literacy. This presentation will include a demonstration of the Northstar assessments and a thorough introduction to the content of the information literacy standards and assessment, which assesses higher level thinking skills needed to problem solve in an information rich online environment. Participants will also learn about Northstar licensing options and resources available to sponsoring institutions.

## **Innovative Practices in Helping GED Students on a College to Career Pathway**

Lead Presenter: Ali Mageehon

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 9

The presenter will share an overview of the components of a career pathways program and system. She will also provide an overview of the Career Pathways Initiative in Oregon and how it has evolved to include GED programs, as well as will share innovative practices locally and nationally.

## **DIY: Accessing and Using Research to Improve Practice**

Lead Presenter: Alisa Belzer

Co-Presenter(s): Margaret Patterson, Amy Rose

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado T

This session will present strategies for accessing and using research to inform and improve practice. It will also provide hands on opportunities for participants to practice what has been described and plan for future research use.

## **The Magic is Differentiation!**

Lead Presenter: Althea Seivwright-Lue

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Laredo 1

Teaching is proactive; differentiate your instruction, for we are all different. See the use of Differentiated Instruction Strategies on teacher practice and how it affects student learning. This workshop will cover some useful techniques to utilize in an adult education setting. Make it! Take it! It's Magic!

## **Florida's Deans, Directors & Administrators Meeting and Update from the Florida**

### **Department of Education and ACE of Florida.**

Lead Presenter: Andrew Jenkins

Co-Presenter(s): Valorie Boyd, Rod Duckworth

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 5

This session is for Florida's administrators to learn about what is happening at the local, state and federal level relevant to Florida's Adult Education. FLDOE staff will update participants on state and federal priorities. A state level legislative update will be given as well as upcoming professional development and other ACE of Florida activities.

### **Targeted Math Review for Career Pathways: What do your students want to be ready for?**

Lead Presenter: Angie Smajstrla

Co-Presenter(s): Gilda Rubio-Festa, Tina Hite

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 3

Let's discuss new models for targeted review that help retain student motivation while accelerating a path to career goals. Personalized online review can help learners prepare for core math requirements in their chosen field of study; co-requisite or supplemental instruction may even allow for remediation while enrolled in credit bearing courses. We will introduce low- and no-cost online tools from the non-profit NROC Project designed to support learner-centered instruction. We'll consider emerging lessons and plans for use of the resources with adult learners in NC, NM, CA, KY and MT - as more states strive to build a stronger and more adaptable workforce.

### **Publishing Student Writing: Using Authentic Writing to Motivate and Inspire**

Lead Presenter: Anne Meisenzahl

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Laredo 2

Authentic writing can help motivate reluctant writers, help students see the many purposes of writing, and give students tools for communicating their thoughts and feelings, while at the same time teaching the skills necessary to improve TABE scores and pass the GED in a motivating, fun, and meaningful way. In this workshop, teachers learn strategies and interactive activities designed to help motivate students to write using authentic assignments. Authentic writing activities include: Journal writing, newspaper article summaries, book summaries, personal essays, poetry, PowerPoint presentations, and "writing to change the world" through letters-to-the-editor and public figures.

### **Competency-Based Adult Education and Blended Learning**

Lead Presenter: David Rosen

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Monterrey 1

Participants will learn about both competency-based adult education and blended learning and how and why, when these two approaches are integrated, they can form a powerful new model for adult learner engagement and achievement. We will look at adult education models that integrate these two approaches to achieve mastery learning, and we will discuss how adult basic and secondary level skills programs (including English language learning) can move to a customized model integrating these approaches.

## **Literacy Is a Family Affair: Adult Basic Education and the Promise of a Two-Generation Strategy**

Lead Presenter: Denise Deagan

Co-Presenter(s): Charles Brover, Solange Farina

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado R

Rather than educating adults and children separately, many policy makers and educational leaders advocate a Two-Generation strategy as a promising approach to break the cycle of intergenerational poverty. What is the 2-Gen strategy, and what opportunities does it hold for the future of Adult Basic Education? BMCC adult educators are currently participating in a 2-Gen pilot in partnership with the Educational Alliance as part of New York's Literacy Zones initiative. The presentation will describe the 2-Gen model, summarize the relevant research, outline challenges, and pose the crucial question for COABE participants: How can Adult Basic Education become a productive contributor to this promising strategy? Participants will view video and discuss the experience of the BMCC 2-Gen project.

## **The CUNY HSE Math Curriculum CUNY HSE Math Framework: Rate of Change and Starting Amount**

Lead Presenter: Eric Appleton

Co-Presenter(s): Mark Trushkowsky

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Baja

Rate of change and starting amount are important concepts for HSE math students. We will look at a series of activities to help students develop a deep understanding of these concepts. Participants will also be introduced to the CUNY HSE Math Curriculum Framework, where the activities we explore fit into a larger, coherent series of activities to develop a conceptual understanding of functions.

## **Dreams to Reality for English Learners: Rigorous Instruction Across ESOL Levels for 21st Century Success!**

Lead Presenter: Ginger Karaway

Co-Presenter(s): Joy Lehman, Carolyn Nason, Kristi Weisenburger

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado E

Increasing rigor in adult ESOL is essential for English learners' successful transition into the college, career or community settings that will move them closer to their goals and dreams. During this interactive session, members of a state-wide Community of Practice on rigor create opportunities for participants to experience and discuss ways to infuse rigor into effective instructional practices: empowering learners with professional language, enriching their language strategies and enhancing their ability to demonstrate their critical thinking.

## **College Survival & Success Scale: Assessment & Retention Strategies for Adult Learners**

### **in Post-Secondary Education Settings**

Lead Presenter: John Liptak

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 7

Adults transitioning to post-secondary education settings often lack effective college survival and success skills and drop out. Only fifty percent of college students graduate, and the numbers for many adult learners are less because they lack the academic or life skills needed to be successful in post-secondary education. The issue of retention continues to be a problem and administrators continue to search for better ways to ensure students are successful. As the retention of students has become a greater priority for colleges and other post-secondary education institution, the need for quality assessments and assessment standards that can help to retain adult students also increases.

## **Strategies for Building Career and College Awareness for ABE Learners under WIOA**

Lead Presenter: Judith Alamprese

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado G

In this session participants will learn about strategies for building ABE learners' career and college awareness using the Career and College Awareness (CCA) Course developed as part of the Oregon Pathways for Adult Basic Skills Transition to Education and Work (OPABS) Initiative and findings from research conducted on ABE learners who participated in the CCA course. Participants will have an opportunity to preview the 10 lessons in the CCA course and to learn about strategies for using the course materials.

## **Creative and Transformative Pathways and Possibilities: Transcultural Literacies for 21st Century Adult Learning**

Lead Presenter: Karen M. Magro

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado N

Transformative adult education within a context of social justice involves teaching for personal, social, and global change. It represents a positive vision for the future in cosmopolitan times. Teachers play a critical role in fostering a climate that builds upon discovery, creativity, self-awareness, empathy, and relationship building. This presentation will highlight the way that teachers adult educators can creatively integrate social justice, intercultural competence, and critical literacy with a range of texts that include novels, stories, non-fiction, art, photography, and storytelling. I will highlight my current research explore adult educators' perspectives on teaching social justice themes with diverse learners. Teaching resources will be provided.

## **Highlighting Targeted Services and Resources for Foreign-Educated Teachers and Nurses**

Lead Presenter: Katherine Gebremedhin

Co-Presenter(s): John Hunt, Alexandra Manuel

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Cancun

One out of every five college-educated immigrants is affected by brain waste. Brain waste is defined by the Migration Policy Institute as "a serious waste of human capital resulting from the unemployment or underemployment of highly-skilled college educated immigrants." Workforce and educational institutions are well positioned to support these immigrant professionals looking to re-enter their field. This workshop will provide an in-depth look into how to address the needs of professionals with teaching and healthcare backgrounds.

## **Bridging the Gap: Educating the “Uneducated Workforce”**

Lead Presenter: Keli Pontikos

Co-Presenter(s): Matt Selker, Hayley Williams

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Monterrey 3

The increased opportunities for educators to apply evidence based practices in authentic and diverse learning environments through WIOA and the push towards career training and contextualization are creating some perplexing problems. This presentation will illustrate the struggles that were faced when implementing a contextualized curriculum into YouthBuild, a workforce development program providing construction preparation for 18-24 year old students, such as: educating women for nontraditional employment roles, the relationship between gender and achievement, and does contextualization actually make a difference? Through paired sample T-tests, quantitative studies were performed to determine significance and measure these relationships.

## **Integrating Math into ESL Instruction**

Lead Presenter: Laura Sherwood

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado F

Under WIOA, math has been included in the scope of instruction for students learning the English language. Developing math skills while learning English will help ELL students pursue career and technical training, transition to post-secondary education, or enter the workforce. This presentation will provide insights into how you can successfully help your ELLs learn basic math skills for both daily life and to meet their future goals. Participants will learn how to plan effective lessons which include language considerations and how to make math real by incorporating hands-on activities into the lessons. Participants will also learn how students approach math calculations based on the culture where they were taught and how this impacts instruction.

## **Emotions and Learning - The Underlying Issues that Keep Struggling Learners Struggling**

Lead Presenter: Laura Weisel

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado Q

Rarely in AE are emotions discussed. Yet, emotions have a major impact on how we learn. Join this engaging session to see why emotions are the key to learning, how the brain manages emotions, and what learning challenges AE students have that perpetuate negative feelings. Four simple techniques teachers can use with AE students can change both student success and tune teachers into what might be really going on!

## **Unapologetically Student-Centered: High-Engagement Strategies Today for Proven Student Success Tomorrow**

Lead Presenter: Lauren Smith, MAT/MLIS

Co-Presenter(s): Rachel Juarez-Torres, EdD

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado M

This session will focus in on the Seven Universal Principles of Student Success (Cuseo, 2012 ) that provide a framework for integrating high-engagement strategies in and outside the college classroom. During this session, attendees will gain insights into how one community college campus was able to achieve all seven principles through the adoption of AVID for Higher Education, a systematic approach to teaching and learning to support course/program redesign. Participants will learn about programming, coursework, and activities employed by Mt. Hood Community College (MHCC) in order to move from student-interested to student-centered. Elements of a bridge program and learning communities will be presented in this interactive demonstration of high-engagement strategies.

## **Developing College and Career Readiness with Paired Reading**

Lead Presenter: Lori Howard

Co-Presenter(s): Jayme Adelson-Goldstein

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado B

High-interest, paired readings help ESOL learners develop their critical literacy and cross-cultural awareness while expanding their reading strategies--important elements of college and career readiness. Participants experience and explore the key steps in creating, preparing and teaching paired reading lessons. Sample readings and lesson plans provided.

## **What Every Immigrant Needs to Know**

Lead Presenter: Marcie Smith

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado C

In this presentation the audience will learn how to use The Immigrant Guide to (1) provide real life practical information in their adult ESL classes, (2) stimulate discussion in conversation groups; and (3) lead a workshop to bring their community together.

## **Creating Local Program Instructional Teams through Instructional Professional Pathways**

Lead Presenter: Marilyn Schmidt

Co-Presenter(s): Bevan Gibson, Dawn Hughes, Catherine Porter, Jamil Steele, Sarah Goldammer

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 8

Illinois is creating Instructional Teams within Local Programs as a mechanism to increase rigor and provide instruction tied to content standards. This process also provides high quality Professional Development for Instructors. Through use of the CCR Standards, professional pathways have been established and training provided to instructional staff in the areas of ABE/ASE, ESL, Special Learning Needs and Transitions. Certificates for completion of the steps in the pathways are provided by the state agency. Additionally elements have been added to the statewide data system to measure the changes in student outcomes by providing data for analysis, by instructor, prior to Pathways Training and after Pathways Training.

## **Taking the Mystery Out of Launching a Financial Education Program**

Lead Presenter: Mary Jeneverre Schultz

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado S

Experience the workings of Financial Workshop Kit, a free resource for educating adults from the National Endowment for Financial Education. Her delivery showcases the plug-and-play nature of the workshops and demonstrates how easy and engaging the materials are to use. The community Based Financial Capabilities Groundwork workshop is part one of a three-part program that helps nonprofit organizations, community groups and government entities in creating a sustainable financial capabilities program that is tailored to their respective audience. The Laying the Groundwork workshop helps participants determine the need for a financial capabilities program in their community, analyze their particular audience's needs, and assess their ability to deliver a program.

## **Using the Google - Advanced!**

Lead Presenter: Melinda Holt

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Yucatan 2

Everyone knows Google! Right? Did you know you could do more?! This fast-paced presentation will cover how to extend the capabilities of the Google tools you know and use, PLUS show tools you may not even know existed! A quick intro of improved tools like Translator, Maps, and Draw will lead into the lesser known Google Form capabilities. Drive Add-Ons, and the more advanced Chrome Apps. Examples of each app, extension and add-on will be explained and modeled on their uses in and out of the classroom. The sharing and collaborative aspects of Google will be the main focus throughout the presentation – there is so much more you can do than you ever knew!

## **High School Equivalency Testing: Using Success Stories to Support Your Outreach Efforts**

Lead Presenter: Mike Johnson

Co-Presenter(s): David Seitter

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 4

According to the COABE Media Outreach Toolkit, one of the best ways for the adult education community to inform policymakers, funders, and the public of the work they're doing is to share the success stories of their students, staff, and education programs. In this presentation, we will take a look at how education centers can expand their outreach efforts by taking advantage of some of the free resources offered by education vendors, including the creation and promotion of success stories.

## **Technology in the Adult Education Classroom**

Lead Presenter: Mitch Rosin

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Yucatan 1

This presentation is based on a White Paper co-authored and published by the National Association of Workforce Boards entitled: Literacy, Technology, Community: The Importance of Smart Technology in Workforce and Adult Education. Participants will gain a deeper understanding of the research supporting the use of technology in the classroom, as well as practical applications and strategies for implementation.

## **Nurturing Student Success through Mentoring**

Lead Presenter: Priyanka Sharma

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado P

This presentation will detail the essential components of a mentoring program that supports learners' goals and persistence. We will explore various mentoring program models and the program and student factors to keep in mind as you plan to start up or bolster a mentoring component in your program. A Mentoring Toolkit will be shared.

## **Expanding Opportunities for English Learners through Supplemental Online Curriculum while Increasing School Promotion**

Lead Presenter: Rick Cunningham

Co-Presenter(s): Iwona Kijanczuk

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado A

Fort Lauderdale Community School (FLCS) uses a combination of Google+, Burlington English, and Canvas Learning to promote the school and offer extensive out-of-class learning opportunities for its students. This initiative has increased enrollment, retention, and learning activities for students by offering supplemental online courses. Students have 24/7 access to online curriculum. Burlington English has increased online content accessible via computer and phone which students can access at any time. Weekly assignments are posted in Canvas that follow CASAS strands and our curriculum cycle. Supplemental classes are an addition to face-to-face classes and students must maintain enrollment in face-to-face classes to access supplemental curriculum.

## **Non-Profit Strategies for Adult Education**

Lead Presenter: Sarah Dudzic

Co-Presenter(s): Andy Tyskiewicz

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Monterrey 2

Are you trying to meet the holistic needs of your adult learners, but finding that you only have the funding or capacity to meet their classroom needs? This session re-frames adult education as part of a larger ecosystem of services that are necessary for accelerating student success by focusing on strategies that can help build capacity in your adult education center. Key topics will include building partnerships, social enterprise & entrepreneurship, friend-raising & fundraising and advocacy.

## **Adult Literacy through Libraries: Resources for Advocacy and Action**

Lead Presenter: Sarah Howell

Co-Presenter(s): Michele Diecuch

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 10

According to PIAAC, one in six American adults struggles with basic literacy. Public libraries help meet this need through services such as high-interest, low-level collections and tutoring. With funding from IMLS, a Library and Literacy Community of Practice was empowered to develop the Adult Literacy through Libraries Action Agenda. Agenda recommendations are intended to spur conversation, ideas, and action to integrate the public library with other services available to help adult learners improve their literacy and basic skills. Proliteracy's Alicia Suskin Muniz will share information about this continuing effort and facilitate a dialog on how these actions can be brought home.

## **Get an 85% Pass Rate - Integrated HSE Academies from Essential Education**

Lead Presenter: Stephanie Eichner

Co-Presenter(s): Dan Griffith

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 2

Essential Education's HSE Academies offer a complete solution for programs seeking curricular materials to help students succeed. Through our adaptive learning engine students can achieve higher results in a shorter period of time. This session will provide an overview of GED, HiSET and TASC Academies and the WIOA-based Computer Essentials programs. Come and receive a free demo and free HSE practice tests!

## **Diapers to Degrees: Serving the Entire Family, A Two-Generation Approach**

Lead Presenter: Surabhi Jain

Co-Presenter(s): Robert Stechuk

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Yucatan 3

As community-based organizations serving immigrant parents and children, our role is to serve both generations but often we work in silos where we are serving either the adults or their children. Adopting a holistic approach – like two generation programs - that serves both the parents and their children together can lead to better outcomes for all involved. This session will include a summary of key messages from the current research on first and second language development, school achievement, and parent engagement for Latino and immigrant families. NCLR will share a set of core qualities that will help organizations create an integrated services program model for two-generations.

## **Building a Continuum Between Reading AND Writing**

Lead Presenter: Sylvia Ramirez

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Coronado D

Publication of The College and Career Readiness Standard for Adult Education has raised practitioner interest in linking reading and writing activities. The presenter shares four different strategies to connect reading and writing, using examples for beginning, intermediate and advanced learners. Participants share ideas for incorporating these strategies into their teaching.

## **Tools to drive student and teacher engagement: Engaging reluctant students in a corrections setting**

Lead Presenter: Theresa Luther-Dolan

Session 4, Monday, April 3rd 3:15pm-4:30pm, Room: Fiesta 1

Let's face it, not every offender wants to be in education. When offenders are mandated to attend, the instructional staff face challenges in the classroom. The Minnesota Correctional Education Center (MCEC), ABE Education program has adapted their instructional approach to result in more student engagement and successful completion of GED or adult diploma and other educational goals that lead to a career pathway. This session will share how Minnesota DOC addresses transitions skills and barriers to learning, and will introduce strategies and tools from the Minnesota ABE Content Standards and MN State Adult Diploma which are all components of a more engaged learning environment in a correctional classroom.

## **Blended Learning: What's the Right Mix?**

Lead Presenter: Adriane Fajnor

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Monterrey 3

Blended Learning models can help support the seamless integration of technology into any adult education class. The key is to properly identify what is meant by 'Blended Learning" and what is it that Adult Educators should know about the ins and outs of creating lessons that "blend" technology and paper pencil content to cook up a satisfying course as part of a Blended Learning Menu of services. This session helps gather all the ingredients for producing a 'heaping' of learning for all students to enjoy and that any teacher can create!

**Adult Learners on the Job: What a New Analysis of PIAAC Data Tells Us about  
Service-Sector Workers with Limited Basic Skills**

Lead Presenter: Amanda Bergson-Shilcock

Co-Presenter(s): Bitnara Jasmine Park, Katie Landeros, Emily Pawlowski

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado S

Adult educators often serve learners who work in restaurants, beauty shops, hotels, and other service-sector jobs. In this session, get a detailed peek at national data that illuminates their stories. Presenters will share a fresh analysis of PIAAC data on the characteristics of adults in service-sector jobs who have limited reading, math, or digital problem solving skills. You'll get detailed information about how many of these workers are pursuing adult education, and what kind of literacy- and numeracy-related tasks they are called upon to do at work. You'll hear examples of how these learners are struggling -- and succeeding -- on the job. Finally, you'll be able to participate in a group discussion about how these research findings can inform your own work in adult education.

**Editing Tools and Ideas for ESL and ABE/GED Classes**

Lead Presenter: Amber Miller

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Laredo 1

Save yourself time, increase learner critical thinking and independence, and engage students in the writing process with these editing ideas and tools! Writing instructors often shy away from multiple drafts because of the amount of work required to take students through the editing and revision process. However, with the use of tools like editing wheels, checklists, and circles combined with careful classroom structure, instructors can significantly reduce instructor-led revision while teaching students to recognize errors in their own work. Participants will receive digital and physical copies of the tools and ideas for immediate use in their classes.

**Building Connections: Pronunciation for School and the Workplace**

Lead Presenter: Andrea Echelberger

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado A

Intelligible pronunciation is essential for developing and maintaining professional and personal connections in both the workplace and educational settings. Research in the areas of intelligibility and effective pronunciation instruction for adults offers guidelines to improving pronunciation through focusing on suprasegmentals such as intonation and stress. In this workshop, we will consider salient pronunciation issues arising in three areas of work and school: presentations, working in groups, and one-on-one interactions, and how to tackle them at any instructional level. Participants will leave this session with concrete pronunciation that can be easily integrated into their regular classroom routines.

## **Hands-on ABE/GED Classroom Activities Using “Taking Care of Yourself: Making the**

### **Transition from Corrections to Daily Life”**

Lead Presenter: Anne Meisenzahl

Co-Presenter(s): Kim Stralow, Charles Chatman, Rochel Abrams

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado M

Teachers share ABE/GED lessons on Financial Literacy, Building Healthy Relationships and Using Poetry for Goalsetting. Lessons come from the 18-unit Leon County Schools ACE Curriculum, “Taking Care of Yourself: Making the Transition from Corrections to Work, Education and Daily Life.” While geared toward the corrections population, the interactive and interdisciplinary activities in the curriculum can be used with all ABE/GED students to develop reading, writing, math, critical thinking and communication skills. All participants will receive a flash drive containing the digital 18-unit curriculum.

## **A WIOA Quality Intake Model for Student Success Quality Information = Quality Service! Part (1 of 2)**

Lead Presenter: Anson Green

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 6

Full implementation of the Workforce Innovation and Opportunity Act began July 1st and adult education programs are in various states for the new information collection requirements. Texas state leaders are helping their local programs understand how to use the new requirements to stand up quality intake and assessment models that support adult learners to the services they need for successful completion and transition. This session will give state and local staff ideas for designing their own processes, data systems, and staff development. It will also give the audience a chance to talk through some of the sticky issues in data collection.

## **Blending Career, Academic, and English Learning Across the Digital Divide: Overcoming Barriers to Accessing the Magic**

Lead Presenter: Bill Bliss

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado B

This dual-focus presentation will first offer strategies for integrating the CCR career/academic readiness standards and WIOA expectations with basic English language instruction and EL/Civics content. Then we will explore the benefits of digital learning activities that can complement this instruction, and the problem of limited access to technology and Internet connectivity that prevents many of our students from using the latest instructional innovations and blended learning models. Broadband is arguably the new electricity, and inequities in access that broaden the digital divide have an impact on many of our English language learners. We will examine the problem, its impact on the technology aspects of WIOA requirements, and solutions for improving access.

## **Abracadabra! It's Better Writing**

Lead Presenter: Carmine Stewart

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Laredo 2

Increasing literacy skills can be a long, slow process, but with writing instruction it doesn't have to be! In this session participants will learn how to encourage students to write more, and to help students achieve faster gains in writing. Participants will practice analyzing a student writing sample, and work with co-participants to determine a plan for instructional intervention.

## **Reading, Writing, and Relationships (Part 1 of 2)**

Lead Presenter: Carrie Stell

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 3

In this session, we will demonstrate how adult educators can read aloud selections from engaging fiction and informative non-fiction sources that deal with relationships. As they read aloud, instructors can model how to apply critical thinking/reading skills and lead the class to focus on what makes relationships thriving or dysfunctional. Adult students can then reflect and respond in writing to what they have been reading and discussing in class. Many texts will be recommended and writing prompts suggested which can be used in ABE, HSE, and ESL/ELL classrooms. Workshop participants will join in directed discussions of sample passages that will be read aloud, and they will take away teaching strategies that can be applied to all reading selections.

## **Creating a Magical Classroom: Using the Culturally Responsive Teaching Framework with Adult Learners**

Lead Presenter: Christy Rhodes

Co-Presenter(s): Kathy Lohr

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado D

Is there anything as magical as an adult literacy classroom that buzzes with excitement as ABE students document their reading progress or English language learners role-play job interviews? The focus of this workshop is the culturally responsive teaching framework, one approach that fosters these stimulating environments and increases learner motivation. This interactive workshop will include a presentation and discussion of culturally responsive teaching practices. Participants will also use and critique the Culturally Responsive Teaching Survey, a self-assessment instrument designed to help adult educators evaluate their praxis. This workshop will appeal to a general audience of adult educators who are interested in this approach, equity pedagogy, and professional development.

## **Strengthening Your Nonprofit with Standards for Excellence®: An Ethics and Accountability**

### **Code for the Nonprofit Sector**

Lead Presenter: Cynthia Campbell

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 2

Are you a nonprofit executive director or a board member, who wants to know how best to support and grow your organization? Have you wondered how you should build up your board or what practices are truly ethical or legal? This workshop will introduce you to research-based best practices and resources that help strengthen your nonprofit organizations and demonstrate your organization's effectiveness, integrity, and value. The Standards for Excellence® program not only teaches best practices but also has a national accreditation program. In this workshop, participants will gain an overview of the Standards for Excellence®: An Ethics and Accountability Code for the Nonprofit Sector, which guides nonprofit organization and management.

### **Mastery Learning**

Lead Presenter: Dan Griffith

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 4

Studies have repeatedly shown what Benjamin Bloom called "mastery learning" is an attainable goal when students and teachers realize that time and learning are distinct elements. When students are given enough time and support, they can learn. This session looks at the core elements of mastery learning and how you can implement those in your classroom to raise student self-esteem, create stronger learning opportunities, and individualize instruction.

### **The Growing Trend of Adult Public Charter Schools**

Lead Presenter: David Rosen

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Yucatan 1

Preceded by a brief introduction of the trend by panel moderator David J. Rosen, a panel of experienced adult public charter school administrators will present their schools, addressing topics such as school origins, including the application process; how the school is accountable and to whom; and what opportunities are afforded to adult learners as a result of a program becoming a public charter school. Following the presentations there will be an opportunity to address questions to the panelists.

### **Ready-Made Tools to Generate Enthusiasm for the CCR Standards**

Lead Presenter: Dawn Hughes

Co-Presenter(s): Anita Kerr

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 10

One of "tomorrow's dreams" is that all adult education teachers will integrate the College and Career Readiness Standards into their instruction, so part of "today's magic" must be to generate knowledge of and enthusiasm for these standards throughout the field of adult education. This session will provide an overview of the CCR's key instructional shifts, ideas for generating enthusiasm for the standards among teachers and administrators, and ready-made presentations for both Language Arts and Math which participants can adapt and immediately use in their own states to promote the integration of the CCR Standards.

## **Orienting to the Numeracy Needs of the Adult ESL Learner**

Lead Presenter: Heather Tatton-Harris

Co-Presenter(s): Kristy Stoesz

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Baja

The PIAAC report (OECD, 2013) confirmed that numeracy skills are critical for success in the workplace, education, and life. However, many ESL teachers feel unprepared to address the numeracy and math needs of their students (Elston, 2005), while many math teachers feel unprepared to address the language needs of ELLs. In this session, presenters will demystify math and numeracy instruction by first distinguishing the difference between the two. Secondly, presenters will demonstrate ten easy-to-address math and numeracy principles through real classroom tasks. Reflections on each task will help attendees make connections to the principles presented. Attendees take away handouts with the ten principles, example activities that align to each, and additional resources.

## **Stronger Together: Effective Advocacy through Cross Sector Partnerships**

Lead Presenter: Jill Holloway

Co-Presenter(s): Karisa Tashjian

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Cancun

Taking part in cross-sector partnerships and networks that are working for larger goals in your state or community can mean that adult education becomes a reliable partner, and remembered when funding and advocacy issues are at stake! Adult Education practitioners in Rhode Island have been involved in innovative partnerships for a decade now: leading the way in some cases to realize collective impact. As a result, adult education is already at the table when politicians and community leaders look to address a new issue, and we are more and more counted on as critical partners. The presenters will mix insights and descriptions of such initiatives, while engaging the audience to identify possible 'opportunity initiatives' in their own communities, and begin an Action Plan to bring home.

## **Participatory Learning – Innovative Methodology Techniques To Engage All Students and Train Essential Underlying Soft Skill**

Lead Presenter: Laura Weisel

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Monterrey 1

Computers & workbooks don't create learners who know how to work with others. When the emphasis is on academic skills & career pathways we need to add simple noncognitive skills to the mix. Teaching these new skills do not come naturally to many good teachers. Join this session to have a taste of what these exciting new skills can do to create a thriving and enriching learning experience. Computers & workbooks don't create learners who know how to work with others. When the emphasis is on academic skills & career pathways we can add simple noncognitive skills to the mix. Teaching these new skills do not come naturally to many good teachers. Join this session to have a taste of what these exciting new skills can do to create a thriving and enriching learning experience.

## **The 7 Habits on the Inside: Reducing Recidivism Through Behavioral Change**

Lead Presenter: Leo Mediavilla

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 8

The 7 Habits on the Inside is a process that changes prison and jail cultures by building a new cultural foundation for staff and inmates. The process allows both groups to use a common language to find mutual understanding and foster an environment that is conducive to behavioral change. To learn more about this innovative process and how it would look in your facility visit our session on corrections education.

## **Empowering ELs for a Successful Tomorrow Using Text Dependent Questions**

Lead Presenter: Lori Howard

Co-Presenter(s): Jayme Adelson-Goldstein, Sylvia Ramirez

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado E

Instructors can develop text dependent questions that support adult learners as they acquire skills needed to succeed in academic, workplace and community settings. Using informational texts across levels, participants identify, adapt and develop questions that make the text the expert in the room. Question frames provided.

## **Making the case for One on One**

Lead Presenter: Marcie Smith

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado C

This presentation will teach practices that will make your one on one ESL Program successful.

## **Adults with Low Skills and Learning Disabilities Facing Tomorrow's Dreams: Findings from PIAAC 2012/2014 and PowerPath**

Lead Presenter: Margaret Patterson

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado T

Presenting findings from two largescale datasets, PIAAC: 2012/2014 and PowerPathTM to Education and Employment, this session looks at the characteristics, backgrounds, and experiences of the 1 in 10 working-age adults with learning disabilities (LD). This information will be useful to adult educators and others working with adults with LD. In PIAAC about 1/4 of adults with LD attended formal education; smaller proportions participated in basic skills or HSE. Their rates of fair or poor health were high, and they cited higher rates of vision and auditory difficulties. Findings also include their PIAAC assessed skill levels, PowerPath screened attention challenges, and VSS screening results. The session focuses on insights from the data and solutions to challenges adults with LD face.

## **Blended Professional Development – Some Lessons Learned**

Lead Presenter: Marian Thacher

Co-Presenter(s): Heide Spruck Wrigley, Susan Finn Miller, Kathy Harris, PhD

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 5

In 2015-2016, the LINCS ESL Pro project provided training for teachers and programs serving English Language Learners in 10 states. Each state configured their professional learning a bit differently, but all used a blended model including one or more face-to-face sessions with online communities of practice, webinars, email and conference calls. These models allowed subject matter experts, who were mostly many states away, to provide a professional learning experience over an extended period of time. Attend this session to learn how an online community of practice can actually build community, how to deal with many levels of technology skills, and how to build deep foundational knowledge at the outset. Solutions can be applied to student learning as well.

### **Raising the adult literacy rates by forming community partners to connect learners**

**to in order to prepare for their future.**

Lead Presenter: Martin Loa

Co-Presenter(s): Sherri Quesnel, Sherri

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 1

With the growing demands of adult programs to collaborate and incorporate local partnerships, this session will highlight BurlingtonEnglish Blended Curriculum and how Houston Center for Literacy is preparing their students for the workforce. Participants will view Burlington's digital and print materials to see how they address both English language acquisition and workforce preparation activities. They will also learn how Houston Center for Literacy is partnering with their local Community Based Organizations to deliver the required education adults need to have sustained success in the workplace. Together, BurlingtonEnglish and Houston Center for Literacy will highlight how adult programs can address WIOA and provide employment opportunities for students.

### **Instructional Information in Support of All Adult Education Students, Including Students with Special Learning Needs**

Lead Presenter: Neil Sturomski

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado Q

In this session instructors will learn about the educational needs of all students who attend their programs, including students with special learning needs. They will understand the key elements of effective instruction. They will learn to support students as they improve reading skills and move toward post-secondary education and career pathways. Participants will also understand how to provide a full range of reading activities in multi-level classes that include all learning styles. Examples of some potential lessons and lesson activities will be provided. Participants will also understand that students in adult education need strategies, higher order thinking skills, and higher level basic skills to succeed in post-secondary educational and training programs and chosen careers.

## **Collaboration + Innovation = Success**

Lead Presenter: Pat Thomas

Co-Presenter(s): Dawn Regnier, Michelle Noriega, Carol Dombek

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado P

On October 26th at the COABE Virtual Conference SW ABE and its partners from southwest Minnesota shared examples of innovative programming we are implementing in our region due to our partnerships and collaboration. In this session we will “dig deeper” into the different aspects of our partnerships (Collaboration, Career Pathways, Impact on Those Being Served, and Sustainability) and why we have been successful in serving our common customer in a better fashion.

Examples of our various services will be highlighted and we hope you will find one model that you could replicate!

## **Family Service Learning—A Two-Generation Approach that Increases Adult Employability Skills**

Lead Presenter: Patricia Lovett

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado R

The National Center for Families Learning (NCFL) has pioneered an innovative model for two-generation learning across the nation through Family Service Learning. This session will describe the six-step process of Family Service Learning, providing examples in the context of more than fifteen organizations implementing Toyota Family Learning. Results of three years of independent evaluation will also be shared, including findings of increased college and career readiness skills among participating adults.

## **WIOA: Systemic Changes to Meet New Needs**

Lead Presenter: Randy Whitfield

Co-Presenter(s): Mary Ann Corley

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Monterrey 2

The Workforce Innovation and Opportunity Act (WIOA) represents a dramatic change for adult education from the previous law, the Workforce Investment Act (WIA). This fun, interactive session will help state staff and local providers review the differences between WIOA and WIA, identify challenges in implementing requirements of the new law, and participate in a force-field analysis to help identify potential solutions to the challenges and make the needed changes.

Topics will include “Reinventing Program Images,” “Connecting Services to Current and New Audiences,” and “Implementing Program Changes.”

## **Using The 7 Habits... Principles & a Strengths-Based Approach in P.L.C.’s**

Lead Presenter: Rosary-Joyce Kennedy

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado N

This session will describe how one group of corrections’ Adult Literacy Education teachers used the principles of the book, 7 Habits of Highly Effective People and their top five strengths from StrengthsQuest®/Strengths Finder in their Professional Learning Communities (P.L.C.) for staff development for teacher and student success. This presentation will involve a sharing of the team’s processes, outcomes, and best practices that session participants’ may hone and use in their respective programs.

## **The Foundation of Distance Learning: Building Student Success Through Program Support and Community**

Lead Presenter: Rudy Rhoades

Co-Presenter(s): Janet Slayden

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Yucatan 2

The key to engaging adult learners is to provide relevant, real-world skills in an accessible manner. This session focuses on how to develop an effective distance learning program that will engage learners no matter where they are or what amount of time they can dedicate to program contact. Mobile devices such as smartphones and tablets are emphasized, as these provide the workplace-ready computer skills that adult learners value. Participants will be shown several effective models of distance learning for adult education programs, as well as have a chance to interact with the free tools that will make distance learning, vibrant online learning communities, and continual program outreach possible.

Every participant will leave with a folder of free digital resources!

## **MS Smart Start Career Pathway**

Lead Presenter: Sandy Crist

Co-Presenter(s): Rachel DeVaughan

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 9

This presentation will focus on the MS Smart Start Pathway created through the MS WIOA Combined State Plan. Students participating in the Smart Start Pathway will learn about their interests, talents, and skills in how they will determine their occupations. They will develop the foundational skills needed for their careers, learn and practice good work habits and effective communication that is necessary in successful employment. Students will complete the WorkKeys which allows employers to quantify the foundational skills needed to perform job tasks successfully and enables workers to demonstrate they have these skills. Students will earn a National Career Readiness Certificate as well as a Mississippi Smart Start credential.

## **Get Ready for Work (and Have Fun Doing It)**

Lead Presenter: Sarah Wilkins

Co-Presenter(s): Tonya Crum

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Yucatan 3

Mary Poppins reminds us that, "In every job that must be done, there is an element of fun." So, come by to preview KET's new workplace and soft skills courses in-the-making, and we'll discuss how to make content that is contextualized to the workplace fun and exciting for your students! Infuse your classroom with engaging content, user-friendly technology, and classroom activities that resonate with adult learners. Along with the preview of the new KET resources, we'll explore free career-related resources from PBS LearningMedia.

## **Connecting English Learners with Career Pathways**

Lead Presenter: Sue Liu

Co-Presenter(s): Michelle Tolbert

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado F

The Connecting English Learners with Career Pathways project is a new three-year U.S. Department of Education technical assistance initiative supported by the Manhattan Strategy Group (MSG). This project provides technical assistance to states in implementing the new requirements in the Workforce Innovation and Opportunity Act (WIOA) for the Integrated English Literacy and Civics Education (IELCE) program. The technical assistance will help states and local providers understand and implement IELCE programs in accordance with the WIOA legislation and final regulations, and, in so doing, support state and local immigrant integration efforts. During this session, presenters from MSG will share information about this project. This is a session you do not want to miss!

### **"Soft Skills, Firm Standards: The Case for Employability Standards for Soft Skills Curriculum"**

Lead Presenter: Susan Roberts

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Fiesta 7

The overwhelming evidence in favor of the College and Career Readiness Standards in adult education programs across the country has led to students who are better prepared academically for steps beyond the classroom. However, a lack of soft skills holds many students back from their goals. By researching, writing, and adopting employability standards, stakeholders ensure the focus on the contextualized classroom in their programs that will lead to student work-readiness. Learn about and practice strategies for adopting your own employability standards for your organization from an expert in the field.

### **The New ProLiteracy Education Network**

Lead Presenter: Todd Evans

Session 5, Tuesday, April 4th 9:45am-11:00am, Room: Coronado G

Come learn about the new ProLiteracy Education Network. We have recently migrated to a more robust and user friendly platform. The new site includes new and existing resources that have been consolidated into one place for easier access; new and updated courses that are more engaging; demonstration videos and lesson plans; and topical discussion forums where literacy practitioners can ask questions, share ideas and resources, and network.

### **A WIOA Quality Intake Model for Student Success Quality Information = Quality Service! (Part 2 of 2)**

Lead Presenter: Anson Green

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 6

Full implementation of the Workforce Innovation and Opportunity Act began July 1st and adult education programs are in various states for the new information collection requirements. Texas state leaders are helped their local programs understand how to use the new requirements to stand up quality intake and assessment models that support adult learners to the services they need for successful completion and transition. This session will give state and local staff ideas for designing their own processes, data systems, and staff development. It will also give the audience a chance to talk through some of the sticky issues in data collection.

## **Reaching Every Learner: Making Online Learning Effective and Accessible for Students with Disabilities**

Lead Presenter: Caitlin McKeown

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado Q

As online courses grow in availability and popularity, more adult learners are turning to this format to address their scheduling needs and geographical distance. However, the design of online courses can become a barrier to students with disabilities, many of whom are often most interested or in need of adult education programs that support literacy and independence. This presentation will provide a background on the experiences and challenges facing adult learners with hearing and visual disabilities, provide a foundation in Universal Design, particularly as it relates to technology-facilitated courses, and discuss specific considerations for students who are deaf or visually impaired. Recommendations and examples will be provided for inclusive and accessible course design.

### **Reading, Writing, and Relationships (Part 2 of 2)**

Lead Presenter: Carrie Stell

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 3

In this session, we will demonstrate how adult educators can read aloud selections from engaging fiction and informative non-fiction sources that deal with relationships. As they read aloud, instructors can model how to apply critical thinking/reading skills and lead the class to focus on what makes relationships thriving or dysfunctional. Adult students can then reflect and respond in writing to what they have been reading and discussing in class. Many texts will be recommended and writing prompts suggested which can be used in ABE, HSE, and ESL/ELL classrooms. Workshop participants will join in directed discussions of sample passages that will be read aloud, and they will take away teaching strategies that can be applied to all reading selections.

### **Building capacity to deliver a standards based curriculum to prepare all students for success in college, career, and life**

Lead Presenter: Caryl Unseld

Co-Presenter(s): Rebecca Wagner

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 7

States preparing to implement academic standards in adult education classrooms, will learn strategies to build relevant training and convene effective pilot teams, develop a successful rollout plan for diversified agencies and programs, and identify multiple modes of implementation and evaluation. Pennsylvania completed a 3-year College and Career Readiness Standards adoption process following the US Department of Education, Office of Career, Technical and Adult Education, CCRS Standards-in-Action training and technical assistance.

## **From Stats to Story: How to Get What You Need from Your Residents Numbers Nerd to Tell Your Program's Tale**

Lead Presenter: Cody Davidson, Ph.D.

Co-Presenter(s): Missy Brownson

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Monterrey 2

You know you need statistics to help audiences get the true picture of what's going on in your adult education program, but what are the specific statistics you need to convey your story? And what questions do you need to ask your resident numbers nerd to get the information you need? Confessed numbers nerd Cody Davidson leads this energetic and interactive session with help from his partner in communicating Kentucky Adult Education's message, Missy Brownson.

With their help, you will have a greater understanding of the seemingly secret world of stats, be armed with the questions you should ask to get the numbers you need, and leave with some great ideas on how to use numbers to tell your program's story.

## **The GED(R) Sampler: Test-taker Outcome Data Plus the Alignment of GED(R) Initiatives and Enhancements Equals Student Success**

Lead Presenter: CT Turner

Co-Presenter(s): Brian Smith

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado N

The GED Testing Service's commitment to listen and learn from our adult education stakeholders can be seen in the process of understanding what the data and our partners are telling us, then combining that knowledge into the development and creation of new and innovative initiatives to support improved student outcomes.

## **Questioning, Reasoning & Applying: Promoting Inquiry-Based Learning**

Lead Presenter: Cynthia Bell

Co-Presenter(s): Lizelena Iglesias

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Baja

Questioning, reasoning and application skills can be challenging to integrate into instruction and even more so to develop in learners. Instruction that employs Inquiry-Based Learning can aid in overcoming these obstacles. During the session, participants will engage in the 3-act math process. This process cultivates and promotes inquiry-based learning in both math and science instruction, which fosters deep understanding of mathematical and scientific concepts and applications.

## **GED® Social Studies: Using Inference Skills with Graphics and Source Texts**

Lead Presenter: Daphne Atkinson

Co-Presenter(s): Bonnie Goonen, Susan Pittman

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Monterrey 3

Whether reading non-fiction text or interpreting graphics, students need to be able to make inferences. Drawing conclusions and making inferences remain two of the most challenging reading skills for students. This session will provide teachers with a scaffolded approach to teaching inference. Teachers will work with differentiated strategies for teaching inference in multi-level classrooms. Join fellow teachers as they explore “reading between the lines.”

## **The Magic of Business in ABE Programming**

Lead Presenter: Darcey Mitschelen

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 8

Magic. It often appears to be the difference between successful and...not so successful organizations. In fact, it is often easier to believe that it is magic rather than to dive into what such organizations are about and what they are doing. On the surface, connections between successful businesses and education may be difficult to see, but a closer look reveals a parallel that is surprising, encouraging....a bit magical! In the business arena constant exploration into the world of competitors allows for continued self-examination and improvement. This is done in an effort to demonstrate to customers that what they have to offer adds value to life. This business approach has an applicable tie to ABE as we strive to validate the “magic” education can bring to life.

## **Working with True Beginners**

Lead Presenter: Debbie Goldman

Co-Presenter(s): Marcie Smith

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado C

In this workshop you will learn proven techniques for adult students with NO English language skills. Debbie Goldman, Academic Adviser at Intercambio Uniting Communities kicks off this new workshop to help all teachers working with true beginners.

## **Assessment for Learning Using Performance-Based Assessment Strategies and Tools**

Lead Presenter: Donna Chambers

Co-Presenter(s): Bonnie Taylor

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Monterrey 1

The principles and practices of performance assessment provide fair and valid measures of targeted goals. A system dedicated to competency-based teaching and learning requires assessment to be at the forefront of all learning activities. Performance assessments are an important part of a balanced assessment system and provide evidence of understanding. With performance assessments to guide learning, students become engaged in the real world application of what is learned. This workshop will increase the participants' capacity to design to design assessment-for-learning experiences. Workshop activities will increase the assessment literacy of participants; prepare them to craft personalized, performance-based learning activities and assessments for their students; and establish a Professional Learning Community (PLC) to validate and share established performance assessment tasks.

### **Who is not Digitally Literate in the United States?**

Lead Presenter: Emily Pawlowski

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado T

As ICT is integrated into the every-day life and the workplace, digital literacy skills have become an essential condition for getting and keeping many types of jobs, as well as for successful participation in society. Meanwhile, millions of Americans do not have sufficient comfort or competence with technology to use a computer. Data from the Program for the International Assessment of Adult Competencies (PIAAC) is used to examine the socio-demographic profile of U.S. adults who are not digitally literate. These adults are on average less educated, older, slightly more male than female, non-White, foreign-born, and work in lower-skilled jobs compared to the digitally literate. These results may be useful in policies targeting adults with low levels of digital literacy skills.

### **Connecting Tomorrow's Dreams to Today's Employment Opportunities**

Lead Presenter: Enid Valdez

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 10

Connecting the dots between program efficacy and industry demands is an important part of strategic planning for community schools and technical colleges. The backbone of successful apprenticeships, workforce youth programs, and adult learning is being able to connect information between job availability, skills required, and foundation skills required for the adult learner to become successfully employed. There are several layers of planning for this success both within district programs in development and outside with the business community. This session will share best practices, strategic planning, and funding streams used to navigate between workforce needs and getting the adult learner to become gainfully employed.

## **Teaching Science Through Inquiry: Concepts in Evolution**

Lead Presenter: Eric Appleton

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Laredo 1

Science as a school subject is often taught as a collection of facts that students should memorize. The uncertainty and drama of science is removed when it is taught as a finished body of knowledge. This is actually exactly opposite to how scientists approach their work. They start with observations, ask questions, seek explanations and test their theories. Students' interest in learning science increases dramatically when they are given a chance to observe and ask questions as part of learning. In this session, participants will experience an activity from a lesson set on evolution. We will look at evidence from Charles Darwin's point of view, ask questions and look for explanations of the diversity and constant change in nature.

## **Sutton's Law: Strengthening the Capacity of COABE Members to Advocate at the State Level Because That Is Where the Money Is."**

Lead Presenter: Eugene Sofer

Co-Presenter(s): Polly Smith

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 4

The purpose of this session is to teach COABE members the skills necessary to advocate for Adult Education at the state level so that you too can go "where the money is." COABE members can bring a unique perspective to the legislative process precisely because you are not professional lobbyists or advocates. Rather, you bring your knowledge, passion, and commitment to the cause of strengthening Adult Education. This session will help you to focus your efforts to increase your effectiveness.

## **Transitioning Adult Education Students into Credit: City Colleges of Chicago Career Foundations, Bridge, and Gateway programs**

Lead Presenter: Hilary Hodge

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado P

This session will cover how the Adult Education department of the City Colleges of Chicago structures its key transitions programs including Career Bridges in Healthcare; Early Childhood Education; Information Technology; Culinary and Hospitality; and Transportation, Distribution and Logistics as well as its Gateway scholarship 4-semester program which has helped over 2,800 students transition into credit courses.

## **"Hope" for the Homeless: how an education partnership can ignite dreams for those at rock bottom**

Lead Presenter: Jennifer Harrington

Co-Presenter(s): Adam Mayefsky

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Laredo 2

Through a series of successful community partnerships, the Pinellas Hope program of Clearwater, FL, serves homeless residents in a comprehensive manner unparalleled throughout the United States. One of those critical partners, Dixie Hollins Adult Education Center, provides basic education, GED, and workforce preparation skills directly onsite to shelter residents. Join instructional, administrative, and case-management staff representatives to discuss how this partnership functions and thrives, and how today's adult ed programs can light dark tunnels by motivating, inspiring, and advancing disadvantaged students toward self-sufficiency and financial stability.

## **The Magic of Advocacy, Helping to Lead Adult Learners to Tomorrow's Dreams**

Lead Presenter: Jody Angelone

Co-Presenter(s): Susan Sheehan

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Cancun

In this session, get a practical overview of the policy landscape and examples of how you, adult educators, and your students can weigh in on the impact of important legislative discussions. Presenters will provide some basic advocacy information and share practical ways that instructors can incorporate advocacy in their classrooms and become better advocates for their students. We will share how our adult education teachers provide advocacy through a series of classroom taught lessons, class outings, service projects, and volunteer work. Presenters will provide participants with resources and examples of advocacy activities and events that can be replicated in the ABE and ESOL classrooms.

Participants will have an opportunity to ask questions, participate in discussion and share ideas.

## **Collaborations for Learner Success: Adult Education & Career Technical Education**

Lead Presenter: Judy Mortrude

Co-Presenter(s): Anna Cielinski

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 2

Transitions and pathways work is essentially about alignment between the two halves of the work of the Office of Career, Technical, and Adult Education (OCTAE): Perkins Career and Technical Education (CTE) and Adult Education & Family Literacy (AEFL). California's re-investment in adult basic education is happening within the context of a major CTE effort and Workforce Innovation and Opportunity Act (WIOA) unified planning as every entity in a region doing adult education now plans together around the Adult Education Block Grant (AEBG) consortia table. Come learn about California's implementation and create your own strategy for using an Integrated Education and Training (IET) model to drive alignment and investment across CTE and AEFL and to produce better outcomes for your learners.

## **Implementing the College Career Readiness Standards in Michigan Adult Education ESL**

Lead Presenter: Karyn Goven

Co-Presenter(s): Patrick Brown

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado B

The Michigan ESL Professional Advisory Committee created an easy tool for ESL practitioners in the field to implement the College and Career Readiness Standards (CCRS). This includes help to explain the required standards and the accompanying competencies under each benchmark that measure student achievement. Each anchor incorporates academic and pre-career/employability applications and practical ideas for use in the classroom at each level of instruction. A list of resources in the technical paper explains the breakdown of the standards. Walk through the CCRS and see how the strands and the framework for Michigan ESL Curriculum can be used in your program to prepare your students for their next step—employment or postsecondary! A great session for both instructors and administrators!

## **Strategic Use of Learners' Own Languages in a Multilingual ESL Classroom**

Lead Presenter: Kaylin Wainwright

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado A

What role should learners' own language have in the ESL classroom? While some teachers strive for English-only environments, research shows that learners' own languages can be put in service of second language acquisition. In this three-part session, participants will first have the opportunity to examine their own beliefs and practices. Then, what are the research-based reasons to incorporate learners' L1 into the L2 classroom? Finally, the presenter will share artifacts and reflect on 5 different tools and tasks that promote intentional use of learners' L1 as a support for L2 learning in a multilingual, adult immigrant ESL classroom. Participants are invited to consider how those tools could be modified and used in their own teaching contexts in this interactive segment.

## **Promoting Life Skills, College, and Career Readiness for All ESOL Learners**

Lead Presenter: Luanne Teller

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Yucatan 1

The Life Skills, College, and Career Readiness Guide (Guide) is intended to build mastery and confidence so learners will be prepared to navigate and succeed in post-secondary education and employment environments. It translates lists of "skills" into real life "tasks" that adult learners can practice and master in every ESOL classroom, from beginner through transitions. The Guide introduces basic skills at beginner levels that students can practice and then builds the complexity and authenticity of tasks in intermediate and advanced levels. We will review the research that served as the foundation for the Guide, and engage participants in envisioning how the Guide might be used and adapted in their own programs.

## **Crowded Out: Addressing the Decline of Parent-Focused Adult Education and Literacy Programs**

Lead Presenter: Margie McHugh

Co-Presenter(s): Carol Clymer, Blaire Willson Toso

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 5

Immigrants comprise an increasing share of all parents of young children in the U.S. and while they possess a number of strengths that benefit their children, they are more likely than native-born parents to be low income, have low levels of education, and lack English proficiency. Family literacy and other parent-focused adult education programs help put immigrant parents and their families on a path to education and economic success; however, WIOA's emphasis on workforce and employment outcomes threatens to undermine access to these important programs. This session will examine findings from two recent studies on the provision of family literacy and two-generation programs and explore strategies to ensure immigrant parents of young children continue to benefit from these vital services.

## **LINCS ESL Pro Materials on Rigor, Digital Literacy and Career Pathways**

Lead Presenter: Marian Thacher

Co-Presenter(s): Jayme Adelson-Goldstein, Susan Finn Miller, Kathy Harris, Heide Spruck Wrigley

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado E

LINCS now offers materials created by the ESL Pro project to improve adult ELL instruction in three areas: increasing the rigor of instruction, integrating digital literacy into English language instruction, and connecting adult ESL learners to career pathways. Materials include issue briefs, teacher-focused- instructional resources in a digital magazine format, and online learning modules on each of the topics. The roles of both teachers and administrators are addressed in each module. Preview the materials, hear how materials are being used, and consider how they might be used in your program or state.

## **Technology Toolbox for the Adult Education Instructor!**

Lead Presenter: Rebecca DeJesus

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado G

This session will cover a wide variety of FREE technology resources that can quickly and easily be integrated into any Adult Education classroom (including ABE, GED, AAAE and ESOL). Learn about websites and apps that provide unlimited practice problems, online quizzing, manipulatives, screen capture and share, fast formative assessments, engagement, and easy document storage and distribution to students.

## **Why aren't my English learners learning? An introduction to factors that cause adult English learners to struggle**

Lead Presenter: Robin Lovrien

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado R

In every class of adult English learners (ELs), there are some who do not make progress, do not engage fully, struggle to master almost anything, or generally do not thrive where others do well. Although many teachers think that such problems are likely caused by learning disabilities, the presenter will present evidence to show that there are at least seven other factors that impede learning for adult ELs. Known nationally for her work in this intersection of learning difficulties and English language acquisition, the presenter will provide case studies illustrating a number of these factors and provide a quick "If this-- then do that" list so the participants can help prevent learning failure for many learners.

Participants will be guided to rich sources of further information.

## **Reaching the Underserved: Expanding Access to Literacy Services in Your Community**

Lead Presenter: Sarah Howell

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 1

ProLiteracy's Expanding Access project expands access to literacy services for adults by helping non-literacy social service agencies add literacy components to their existing services. Come hear about the project, partnerships, services, lessons learned, and opportunities.

## **The Future Is Here: Teaching to High Standards in ESOL**

Lead Presenter: Sarah Lynn

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado D

How can we introduce and develop the academic skills expected of our adult education students today? Following a brief overview of the Career and College Readiness Standards, the presenter will introduce a new curriculum for the popular Future series that strengthens students' reading and writing skills at five levels.

## **Changing the World One World at a Time**

Lead Presenter: Sharon Steen

Co-Presenter(s): Dan Jennings

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado M

Supporting students in corrections includes many challenges. The New Mexico Corrections Department has spent many years improving its delivery of service to incarcerated students. In this session, we will share some of our best practices from intake, goal setting, data-driven decisions, peer tutoring, celebrating successes and ultimately on to post secondary education. We also encourage participants to share their strategies that have improved student success.

## **Adult Education as a Business Model - Employer Engagement**

Lead Presenter: Sheri Suarez Foreman

Co-Presenter(s): Martin Loa

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Yucatan 2

Adult Education has entered into a new paradigm with the reauthorization of WIOA - Workforce Innovation and Opportunity Act. Adult Educators must begin to work more closely with employers on a variety of projects. This presentation will give attendees some information and tools to more effectively work with employer partners.

## **Identifying Realistic ESOL Student Goals and Tracking Progress**

Lead Presenter: Sherri Andrews-Garcia

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado F

Immigrants arriving in the U.S. often have limited language skills and real-world abilities which adhere to American standards. It is our job to help these people to integrate so they are a benefit to themselves and our economy. The best way is to help them identify REALISTIC goals, based upon their current skills. In order to do that in an organized, timely manner in a classroom with perhaps 30 students or more, I'd like to share with you the diagnostic and portfolio tools that I use in my ESL classroom which allow us, as teachers, to obtain as much specific information as possible about the student as well as identify skills that we can help them develop, and tailor our lessons to the needs of each individual. Portfolios give teachers a tracking tool while also giving students some real world skills to work with for their future. A lot of resources will be shared for you to use in your ESL classroom.

## **Virtual Workforce Centers: Hype or Help?**

Lead Presenter: Steven Olinger

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Fiesta 9

It's more important than ever to make the best use of limited resources, including time. Virtual Workforce Centers offer two key elements: the ability for clients to access workforce resources anytime, anywhere and the delivery of client data to workforce administrators for use in reporting, analytics, and compliance. The presentation discusses how WIOA encourages Virtual Workforce Centers to enhance client experiences and administrator efficiencies. Participants will identify examples of effective digital services delivery, such as CareerOneStop, JIST Gateway, and ERISS. They will learn how virtual workforce centers are having an immediate impact, including examples of online course delivery, assessments, and success stories.

## **How to Teach Soft Skills in Basic Education**

Lead Presenter: Susan McKee

Co-Presenter(s): Clint Massey

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Yucatan 3

An astounding 85% of job success comes from well-developed soft and people skills, and only 15% of job success comes from technical skills and knowledge (hard skills). Join Dr. Susan McKee, educational psychologist, to learn simple but effective strategies for soft skills instruction and assessment. Effective soft skills instruction in basic education programs requires adaptable resources, consistent evaluation, and individualized feedback and planning. This workshop will explore simple but effective steps for teaching soft skills concepts in any basic education course. In addition, it will address strategies for soft skills evaluation and for supporting students' long-term soft skills development. Attendees will also review a sample lesson from Pace's Life Skills 25 curriculum.

## **Alignment of the CASAS, 2014 GED, and PIAAC: Looking at More than Test Scores**

Lead Presenter: Terry Salinger

Session 6, Tuesday, April 4th 11:15am-12:30pm, Room: Coronado S

This study consists of an examination of the specifications for the CASAS, GED; and PIAAC, augmented by results from cognitive interviewing about the tests of a small group of adult learners enrolled in an adult charter school in Washington, DC. Interviews will take place soon the PIAAC is administered and after they have sat for their end-of-term CASAS and GED Ready testing. As participants in case study research, these adults have proven to be willing to reflect on their experiences as learners and tests takers and to express their opinions. What they have to say about these common tests will provide a measure of the face and construct validity from the adult learners' perspective.

## **Using OERs for GED Preparation.**

Lead Presenter: Alfons Prince

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Baja

This session will allow teachers to see and practice how to use Open Educational Resources for GED instruction. With the 2014 GED here to stay, it is time for teachers to better collaborate across the nation. This session will show how to take a lesson that has been created, modify it to fit your students, and use it to teach concepts the GED has indicated are important. This can work for any GED test area.

## **Escape! Turn Your Classroom into an Escape Room**

Lead Presenter: Amber Miller

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado B

Will you be able to escape? Breakout EDU is an open source platform for creating "Escape Room" style educational games that can be adapted for any subject matter, including ESL, ABE, and Career Pathways. These games reinforce subject matter while stimulating skills in critical thinking, team building and working under pressure. In the beginning of this interactive session, participants will first get to experience the game as a student would, trying to open a locked box using clues provided. At the end, we will discuss how to build one of these games to fit individual lesson plans. We will also explore the digital version of Breakout EDU that can be used in any class without additional materials. Participants will leave with access to all the games played during the session.

## **ETS High School Equivalency Testing (HiSET®) Program Updates**

Lead Presenter: Amy Riker

Co-Presenter(s): Jonna McDonough

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado N

In 2014, Educational Testing Service broke new ground in adult education with the HiSET® exam — an affordable, more accessible high school equivalency test option. Built on the college- and career-readiness standards, the HiSET exam gives out-of-school youth and adults an opportunity to demonstrate their skills and earn a state-issued high school equivalency credential. The exam features paper- and computer-based formats, in English and Spanish. Now the fastest-growing exam on the market it has been adopted in more than 26 states and jurisdictions.

## **Working Together: Aligning Adult Education with Local Business Partnerships**

Lead Presenter: Arturo Vazquez

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Yucatan 2

When academic programs are aligned with the skills desired by employers, students are more likely to attain gainful employment. WIOA provides an opportunity to strengthen relationships between community colleges and local business sectors. MiraCosta College's Continuing Education developed the North County Adult Education Business Roundtable in order to align adult education programs with workforce needs in the region. We partnered with over 20 local businesses and community partners in order to increase access to qualified workers and increase productivity while preparing students for the labor market. The following initiatives are currently underway: JobLingo, a job readiness training tool for adult students in the workplace, mock interviews, and a community job fair in spring 2017.

## **Reflecting on the Past, Directing the Present, and Facing the Future in Adult Education**

Lead Presenter: Barbara Clift

Co-Presenter(s): Cynthia Brown, Tonya Holder

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 8

In Florida, as in many states, a large share of adult students are served within a community college or vocational/technical center. However, this session will focus solely on the challenge of addressing the specific needs of adult education students when their services fall under the umbrella of a K-12 school district. Successful educational and behavioral modification strategies as well as our orientation process, our FICAPS grants, and motivational techniques will be shared. We will discuss outreach methods that draw in community organizations, interaction with local career development agencies, and possible future employers. This will be a hands-on, audience-centered presentation providing attendees with numerous shareable take-home materials.

## **Making the Case for Financial Literacy in Adult Basic Education Programs.**

Lead Presenter: Billy Hensley

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 9

Financial literacy is an important subject matter within adult basic education. Specifically, most Americans face major financial capability issues, starting with the fact that so few are saving for a rainy day. While saving is only a small component of financial education, the statistics on saving show a grim picture of the financial capability of most Americans. For example, approximately 26% of adults have no savings set aside for emergencies, while another 36% have yet to start socking away money for retirement. In addition, 25% of people reported they are unable to come up with \$2,000 from any source (credit cards, family, etc.) if they faced a major emergency and another 19% said they could only get the money if they sold a possession or took a payday loan. Another study says that nearly 7 in 10 Americans have saved less than \$1,000. While we as educators have no control over several of the factors that impact household finances, we can provide excellent financial education programs to help demystify the topic of financial literacy and make the case for why the subject should be included in adult basic education programs. The session will make this case and conclude with an overview of the free, noncommercial resources and programs provided by the National Endowment for Financial Education (NEFE), an independent, nonprofit foundation committed to educating Americans on a broad range of financial topics and empowering them to make positive and sound decisions to reach their financial goals.

## **A New Model for Applied Professional Development**

Lead Presenter: Catherine Porter

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 4

Credential requirements for adult education instructors vary widely across states and institutions. In many cases, teachers are hired without much training or formal experience, and then undergo professional development. As online training becomes increasingly utilized, the challenge remains to find ways to ensure that professional development will have a positive effect on teaching practices and quality of instruction. Come and learn about a successful professional development model that combines asynchronous online courses with required assignments through which teachers apply their new knowledge to their own classroom contexts.

## **Career Pathways for Adult Learners from Continuing Education to Undergraduate Credit: Recruitment to Completion**

Lead Presenter: Cesar Diaz

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Monterrey 3

This presentation will focus on the entire process of how Tarrant County College (TCCD) has served the Adult Education students in ESL, High School Equivalency, and Basic Skills Deficiency in high demand or targeted occupation certificate training. The presenter will draw on his experience with the process from 2010 when TCCD initiated the integrated basic education and skills training programs to the present where programs have transitioned to include not only continuing education local certificates, but expanded to stackable undergraduate state credit Texas Level 1 certificates. The presenter will include the entire process from recruitment, bridge courses, contextualized academic support, navigation support, retention, and completion.

## **English Literacy for Learners with Low Literacy Skills: Narratives of Latina Mothers**

Lead Presenter: Clarena Larrotta

Co-Presenter(s): Perla Delgado

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado R

A group of immigrant Latina mothers studied literacy strategies through a literacy program that interwove cultural concepts and English as a second language acquisition practices. Research questions guiding this presentation are: (1) how do parents with low literacy skills navigate a literate world and assist their children with literacy development? (2) what is the role of dialogue to assist children to develop literacy at home? (3) what barriers do these parents face when they study and practice new literacy strategies? The main data sources utilized for investigating these questions included video recorded interviews, photo elicitation, and literacy journals created by Latina mothers. Conference attendees can expect examples, recommendations for practice, and relevant resources.

## **Math Practices for ESOL Teachers**

Lead Presenter: Connie Rivera

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado A

What does integrating mathematics instruction into my ESOL classroom look like? What if math wasn't my best subject? Through an example classroom activity, we will apply a strategy for guiding students to share the math they know. We will focus on drawing out student actions that lead to learning.

## **Tips and Techniques for Teaching Multilevel ESOL**

Lead Presenter: Dawn Adolfson

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado F

You probably already know the challenges that a multilevel ESOL class brings, but do you know the advantages? This presentation will go over some tips and techniques for teaching a multilevel ESOL class from a teacher who has been doing it for more than 3 years. We will discuss the advantages and challenges of a multilevel class, strategies for teaching, and the curriculum that's available to assist. Time will be saved for participants to share their own experiences and suggestions for the group.

## **Accommodations Update**

Lead Presenter: Debbie Bergtholdt

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado Q

This session will include a general overview of accommodated testing in the current legal landscape. We will discuss how to be an effective advocate for students applying for accommodations. We will look at the types of accommodations that are available for high-stakes testing, the accommodation request process, and review complete and incomplete applications. There will be time for all your questions.

## **Corrections and Encouragement**

Lead Presenter: Debbie Goldman

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado D

Our English learners want to be corrected because nobody else corrects them, but how do we most effectively make corrections? We will discuss that as well as specific ways to provide more encouragement so that your students build confidence and keep coming back!

## **Examining Gender Differences in the Mathematical Literacy of 15-Year-Olds and the Numeracy Skills of the Age Cohort as Adults**

Lead Presenter: Emily Pawlowski

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado T

Previous studies have found gender disparities in STEM fields at various stages, from early education into the workforce.

This presentation examines and compares the mathematics performance of fifteen-year-olds in the Program for International Student Assessment (PISA) and the numeracy performance of the relevant age cohort of adults in the Program for the International Assessment of Adult Competencies (PIAAC). After comparing the performance of countries across these studies, and looking at performance by gender, factors that may contribute to changes in gender differences over time, such as field of study and skill use at work, will be examined. This will provide insight into what may decrease the gender gap in numeracy, which is essential for success in society and the workforce.

## **Imagining Adult Education in 2021: Predictions from Leaders in the Field**

Lead Presenter: Gary Udouj

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 2

In 1991, Malcolm Knowles wrote scenarios describing adult education in 2016. Following his tradition as a futurist, the researchers compared Knowles' scenarios to the perceptions of the current state of the field as described by leaders in adult education and identified themes in the predictions they made regarding the next twenty-five years. Study participants were asked in surveys and interviews to describe the current state of adult education and anticipated trends in the following contexts: the nature of the field, the status of the profession, the status of research, and the role of the university in 2016. In this session, attendees will reflect on current trends, discuss factors influencing the direction of the field, and imagine scenarios of adult education in 2021.

## **GED Ready® in Corrections: Implementation Strategies for Better Student Outcomes**

Lead Presenter: Jane Bledsoe

Co-Presenter(s): Debi Faucette

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Laredo 2

Learn ways to implement GED Ready® in Corrections classrooms and the connection between the GED Ready® and better student outcomes.

## **Are You Feeding Your Teachers and Students Baloney? The Truth about Brain-based Learning**

Lead Presenter: Janet Zadina

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado G

Come take this quiz that most teachers fail miserably! See how well you can do. Then learn from an Educational Neuroscientist who taught adult developmental education what is really true and what beliefs are actually neuromyths. After you recover from the shock, learn what research says really works in the classroom. Discover how to energize and enhance your lessons. Be prepared to laugh and engage in this interactive presentation. Leave with new, credible strategies for reaching diverse and struggling learners.

## **NEDP: Preparation for College and Careers**

Lead Presenter: Janita McNemar

Co-Presenter(s): Mitch Rosen

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Yucatan 1

The adult education landscape is changing as emerging employment opportunities create a need for a high school diploma plus the skills to transition to postsecondary education, training, or work. This means it is a great time to look at the revalidated National External Diploma Program (NEDP), a competency based performance based program enabling adults and youth to earn a high school diploma. NEDP can significantly help the adult or out-of-school youth working in low-wages jobs to develop a transition plan to postsecondary or work. This session identifies how NEDP creates a bridge to college and career by requiring the development and demonstration of skills needed to be successful in postsecondary activities.

## **Reentry Education Framework: A Toolkit for Correctional Education Providers**

Lead Presenter: Juliana Taymans

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 10

The U.S. Department of Education's "Reentry Education Framework" and online toolkit help correctional education providers create a seamless path for students' reentry into communities. This session will help instructors support their students' transitions by intentionally developing goals for productive citizenship and explain how education services in correctional facilities can improve students' reentry. Participants will also learn about how to utilize the Federal Government's more expansive efforts related to reentry education.

## **Integrating Employability Skills: A Framework for All Educators**

Lead Presenter: KayLynn Hamilton

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Yucatan 3

Integrating Employability Skills: A Framework for All Educators is a Professional Learning Module to support regional comprehensive centers, state educational agency staff, and state regional centers in building their knowledge and capacity to integrate and prioritize employability skills at the state and local levels. The module introduces participants to the Employability Skills Framework and explains why it is important for all students; connects employability skills with other education initiatives; and provides tools and strategies to prioritize employability skills at the state, employer, district, and teacher levels.

## **Lessons Learned and Resources for Adult Educators from the National Center for Innovation in CTE**

Lead Presenter: Laura Rasmussen Foster

Co-Presenter(s): Michelle Tolbert

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 1

The U.S. Department of Education's National Center for Innovation in Career and Technical Education (NCICTE) has developed a wide variety of research reports and technical assistance tools that can help improve student transitions to college and careers. Presenters from RTI International will walk through the NCICTE website and describe findings from resources particularly relevant to adult educators. These include a work-based learning technical assistance resource, profiles of state efforts to prepare students for apprenticeships, and a study of CTE programs in prisons. If you are interested in building stronger relationship with employers, expanding your learners' career pathway opportunities, or helping incarcerated adults prepare for release, this session is for you.

## **Building Reading Skills from the Roots Up – How to Teach Word Parts to Improve Vocabulary**

Lead Presenter: Laura Sherwood

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Monterrey 1

Evidence-based reading instruction includes an Alphabetics component which consists of decoding and word study. For those students who accurately decode smaller words, multisyllabic words can be problematic. Teaching affixes such as prefixes, suffixes, and roots can enable them to read larger words and determine their meaning. This structural analysis, taught explicitly and directly, helps readers who have limited vocabularies improve their breadth and depth of vocabulary. For students who are planning on transitioning into post-secondary or career pathways programs, this is especially important as they encounter higher levels of text. Come and learn how to include word study in your reading practice in engaging and fun ways.

## **Ability to Benefit: Connecting WIOA and Student Financial Aid to Educate Low-Skilled Students**

Lead Presenter: Lauren Walizer

Co-Presenter(s): Lauren Walizer, Judy Mortrude

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado M

Ability to Benefit (ATB) reduces barriers to accessing higher education for individuals without a high school credential. It also allows institutions to reach and serve these individuals by partnering with adult basic education, and better integrate their provision of financial aid with Workforce Innovation and Opportunity Act (WIOA) efforts the institution may already be undertaking. This session will explain when financial aid can be awarded to ATB students; show how ATB unites student aid (like Pell Grants), WIOA, and Perkins Act activities; and provide examples of how it is being leveraged in institutions and states.

## **CASAS Assessments: What's New?**

Lead Presenter: Linda Taylor

Co-Presenter(s): Philip Anderson, Jane Eguez

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Cancun

Come hear about what's new at CASAS. This session showcases CASAS resources -- many at no cost -- which help agencies implement quality ABE, ASE and ELL programs with standardized accountability measures. CASAS assists programs to assess, instruct, and track youth and adult learners' progress from beginning literacy through transition to postsecondary and the workforce. Four major areas will be covered: • the new CASAS Reading and Math test series that is strongly aligned to the College and Career Readiness (CCR) Standards for Adult Education; • Revised CASAS Reading Standards; • CASAS eTests Online and TOPSpro Enterprise, including new colorful reports; • CASAS resources, including free online CASAS training and instructional resources. Questions and suggestions are welcome!

## **HSE Spanish Interactive Reading Guides: A Strategy for Assisting Struggling Readers.**

Lead Presenter: Lizelena Iglesias

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 3

Interactive Reading Guides are teacher developed guides that help readers navigate through complex texts independently. They promote a variety of comprehension skills such as making connections, generating questions, creating mental images, inferring, determining importance, and synthesizing. One of the advantages posed by this strategy is that students are conditioned to read materials at different rates for different purposes. It also assists students in gaining practice reading through different lenses: historical, scientific, literacy, mathematical, and so on. During this workshop, participants will explore and create an interactive reading guide ready to use in the classroom.

This workshop will be conducted in Spanish and all materials will be in Spanish.

## **ABE/GED Train the Trainer-Go Motivate! Effective strategies for Adult Educators**

### **to improve retention and motivate among ABE/G**

Lead Presenter: Lynn Taylor

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Laredo 1

Audience: ABE Adult Educators will learn effective strategies to improve retention and motivation. Participants will understand the factors that affect adult learning including individual learning preferences, styles and stressors. ABE instructors will gain practical and innovative learning strategies in an interactive workshop to encourage and engage learner participation to incorporate in the ABE/GED classroom or workplace.

## **Missing out on Tomorrow's Dreams: Findings from PIAAC 2012/2014 on Adult Non-Participation**

Lead Presenter: Margaret Patterson

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado S

Many adults who need family-sustaining careers have stopped learning formally or non-formally without completing high school or further education. The latest PIAAC 2012/2014 data provide numerous clues and potential solutions. This session will share characteristics, assessed skill levels, and other findings on adult non-participants in education. Session participants will have the opportunity to discuss important implications for recruiting and serving non-participants.

## **Using the Magic of Technology to Share How Adult Education Makes Dreams Come True**

Lead Presenter: Martha Clark

Co-Presenter(s): Regina Browning

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 7

This session will focus on marketing adult education programs using technology. The greatest attention will be given to harnessing the power of social media. Participants will learn how to determine which social mediums are likely to be most effective for their programs and how to develop a social media plan and write effective posts for different social media platforms. Tips will also be given on ways to make a website user friendly to persons who are low-level readers or non-English readers. We will explore briefly how e-mail and SMS texting can also aid in recruiting and retaining students. Some attention will be given to using these technologies to recruit directly to prospective students. It will also be noted how to use these same technologies to develop relationships with leaders

## **ESOL for Refugees - the experience, process and impact on our community. How the "magic" happens !**

Lead Presenter: Paula Kertes

Co-Presenter(s): Salome Harris

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado C

In FY 2016, President Obama set a goal of resettling 85,000 refugees, and American communities welcomed 84,995 refugees. The refugees admitted under the program come from 79 countries, with over 70 percent from five countries. Our ABLE program provides both ESOL and job training services as well as support services to over 400 students yearly. How to serve adults who have fled their country due to fear of being persecuted based on race, religion, nationality, political views or membership in a particular social group.

## **Highlight 40 Money Management Tools for Every Student**

Lead Presenter: Peggy Muldoon

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado P

The financial decisions young adults make might involve a few bucks or thousands of dollars. It's not always easy for them to know what the best choices are when moving beyond life with parents or guardians and toward their own financial self-sufficiency. This workshop helps young people learn how to take control of their money instead of letting their money take control of them, and is based on one of NEFE's most popular publications: 40 Money Management Tips Every College Student Should Know. Topics covered include organizational tips, checking accounts, financial aid, dorm life, apartments, credit and debt, and saving and investing money.

## **Integrating Adult Education with College Career Training: The Latest Findings from Accelerating Opportunity**

Lead Presenter: Rachel McDonnell

Co-Presenter(s): Lisa Soricone, Theresa Anderson

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 6

In this session, Jobs for the Future and its partners will present the findings from the implementation, impact, and cost-benefit evaluations of Accelerating Opportunity (AO), a national initiative that supports the development of pathways that integrate basic skills education and career and technical education in community colleges. The presentation will include a quantitative analysis of participant outcomes—such as credit attainment, credential completion, and employment—as well as considerations for better serving adults with low basic skills. Presenters will engage the audience in a discussion of how the AO model and core strategies can be used to improve outcomes for adult education students enrolled in integrated education and training pathways.

## **Experiment & Iterate: How to Harness the Power of Technology for the Adult Learner**

Lead Presenter: Susanne Nobles

Co-Presenter(s): Patti Constantakis, Jennifer Kobrin

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Fiesta 5

Adult educators are getting more and more excited as they see growing evidence of technology's potential for improving learning for adults. When we talk with educators around the country, most, if not all, are clamoring for ways to best leverage education technology. What is also clear: challenges exist with adopting and implementing technology, even as enthusiasm grows. Our work with educators, administrators, and community organizers has led to defining one key factor for successful technology implementation: experimenting and iterating with technology. Because most adult educators at this point are unfamiliar with how to create an effective technology-based learning experience, experimenting with and iterating on ed-tech products can lead to the best results for learners.

## **Practical Strategies for Enhancing the Rigor of Learner-Centered ESL Practices**

Lead Presenter: Wendy Finlayson

Co-Presenter(s): Dr. Susan Finn-Miller

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Coronado E

What skills do adult English learners, including those at the beginning level, need to succeed in today's world, and how can instructors aid in the acquisition of these skills? Can adult ESL teachers maintain learner-centered practices while also enhancing the rigor of instruction? Drawing from ESL Pro resources, this highly interactive session explores the complex language and critical thinking skills needed for adults to transition to new opportunities as students, employees, and citizens and also highlights approaches that make it possible. Participants will be introduced to practical and immediately applicable tools and resources for adapting existing materials to incorporate language and learning strategies of greater complexity than is typically found in a survival English curriculum

## **Teaching to Gender Differences**

Lead Presenter: William McBride

Session 7, Tuesday, April 4th 2:00pm-3:15pm, Room: Monterrey 2

Recent scientific research is illuminating the differences in cognitive development between the male and female brain. Based on the works of Michael Gurian, Richard Whitmire, Michael Thompson, Cordelia Fine and Leonard Sax, this highly entertaining workshop presents the differences in male and female brain development that affect behavior and learning. Teachers will come to understand that most school practices reinforce how girls learn rather than boys; consequently, boys make up the majority of our behavior problems, failures, and drop outs. Practical literacy strategies will be presented that promote instruction for both sexes.

## **How America's Lack of Career Education Is Breaking Our Educational System**

Lead Presenter: Aaron Michel

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 8

At every level, our educational system is broken, fragmented and leads to disastrous outcomes for young people and adults. It's a waterfall of mistakes, where shortcomings in elementary school and earlier are exacerbated in high school, in college (for those who make it that far) and ultimately in adulthood. There is no silver bullet here, but it's not possible to solve the problem until we understand it. We'll explore one key piece of the puzzle, how a lack of career exploration guidance and career-focused training from K-12 to adulthood is wreaking havoc on America. At the end, we'll consider why there is reason for hope and what is going right in adult education and elsewhere in the US education system.

## **The Tennessee Adult Curriculum Development Project**

Lead Presenter: Amy Riker

Co-Presenter(s): Jason Beard

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Laredo 2

The Tennessee Department of Labor & Workforce Development, Division of Adult Education, is working with ETS to develop an Adult Education Curriculum for use in the state. Tennessee Adult Education staff and educators are working directly with ETS to build a researched-based adult curriculum framework for educators to use that will increase the pace and efficiency with which Tennessee adult learners understand and comprehend the curriculum content. The curriculum will be aligned with the appropriate academic standards and the HiSET® which is the current high school equivalency assessment used in Tennessee. This is an exciting opportunity to learn how Tennessee is advancing the positive impact of education on the lives of more its residents.

### **Bipolar Disorder: What It Means to You and Your Classroom**

Lead Presenter: Bevan Gibson

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado Q

Are you sometimes confused by actions of your students? Would you like to understand them better and learn educational implications for someone who may be suffering from Bipolar Disorder? Join the discussion, learn educational strategies and classroom accommodations for your students.

### **Legislative Changes Affecting Financial Education**

Lead Presenter: Billy Hensley

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado F

The financial world that consumers must navigate has changed significantly and grown more complex, increasing the need for financial literacy and raising questions regarding consumers' financial capability. Financial literacy focuses on the specific knowledge and concepts consumers need to manage their money and build wealth, depending on an individual's situation. It may mean learning how to create and manage a household budget, learning how to invest money for retirement, or participating in one-on-one coaching and counseling to determine how to buy a house or start a business. It also can be part of an overall strategy to increase economic security for lower-income families. Financial literacy is one factor in the larger analysis of the financial capability of consumers, which is the broader picture of how consumers manage their resources and how they use their financial literacy to make financial decisions.

### **Be WIOA Ready with GED Program Tools**

Lead Presenter: Brian Smith

Co-Presenter(s): CT Turner

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Monterrey 2

Learn about all of the tools GED Testing Service has developed to help educators meet WIOA benchmarks.

## **Marketing Your Programs**

Lead Presenter: Chris Binnix

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 4

Imagine a young person eager to learn and better herself but difficulties from life and with school structure causes her to drop out. How can you reach and persuade her to join your program? The answer is marketing. In this session, you will learn the fundamentals to reach, persuade, and retain students and potential students through marketing and advertising.

## **Where do I Stand?**

Lead Presenter: Chris Duran

Co-Presenter(s): Gaye Horne

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Monterrey 3

In this interactive workshop we explore practices of inclusivity and culturally responsive teaching. The workshop will provide participants a chance to challenge some long held beliefs and build new thoughts towards creating equitable learning environments for all students. Walk away with some ideas, next steps and network with colleagues around new environments. Challenging topics such as race, privilege and power will be discussed during this session as well.

## **Catapult Your HSE Learner Into College Ready Skills...**

Lead Presenter: Christy Williams

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 3

Are your students getting closer to success and mastery of their HSE exam? Learn how PrepPath not only supports their academic needs while seeking their HSE but also how we are helping to 'tool' learners as they reach for a college degree. PrepPath uniquely uses customized reporting to determine weaknesses of the learner to catapult them through their academic struggles.

## **Teaching Mathematics for Reluctant Learners**

Lead Presenter: Cynthia Bell

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado G

Have you ever heard a student say, "I'm not good at math," or dealt with students who hate learning mathematics? Teaching and learning mathematics can, sometimes, be both challenging and present classroom management issues. In this session, we will discuss how students can and should learn mathematics in an effective and meaningful manner, keeping them engaged. You will be given concrete tips and tools for helping learners to see that math can and does make sense.

## **Lead, Follow or Get Out of the Way Adult Education and Literacy Under WIOA and Texas Workforce Commission**

Lead Presenter: David Gerabagi

Co-Presenter(s): Lisa Harrison, Briley Kozak

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 6

The Adult Education and Literacy Program is undergoing significant changes under the WIOA and transition of the program from The Texas Education Agency to the Texas Workforce Commission presenting unique challenges and opportunities to Adult Education and Literacy service providers. The presenter will provide an overview of the local and federal rules and how the program is re-engineering its internal and external operations to meet the challenge.

## **Career Spark**

Lead Presenter: Deana Waite

Co-Presenter(s): Javetta Fluery, Dr. Linda Woodard,

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Yucatan 2

As we move toward the seamless integration of the V=Workforce Innovation and Opportunity Act, FSCJ's Adult Education and Workforce and Economic Development Departments collaborated with Career Source of Northeast Florida to create a 30-hour a week accelerated program. Career Spark was designed to prepare Career Source TANF participants to take the GED and Microsoft Word Certification exams within one semester. During this workshop we will discuss the planning, development, implementation, results and future implications of creating a programs like Career Spark.

## **Adult Educators Make the Best Advocates**

Lead Presenter: Deborah Kennedy

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Cancun

Effective advocacy is the key to building sustained public commitment to adult education, but what exactly is effective advocacy? How can adult educators best advocate for their learners, their programs, and their field? This session will show participants how to combine available data on needs and outcomes with stories of individual learners' progress and successes to create narratives that resonate with employers, funders, community members, and policy makers. Participants will leave the session with concrete strategies for promoting adult education and achieving advocacy and awareness-building goals at local, state, and federal levels.

## **A Land of Educational Opportunity "A Magical Journey to the American Dream Explored Through the Ages"**

Lead Presenter: Deborah Nash-Utterback

Co-Presenter(s): James Utterback

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 2

This presentation will explore the historical overview of adult education through the ages establishing it's purpose and place in history as the cornerstone of public education. The presentation is entertaining, insightful and humorous in demonstrating the importance of adult education to all levels of learners. The perspective will demonstrate how the importance of adult education over the past two decades has decreased though lower levels of funding and organizational restructuring within School District delivery models. Research will show a positive shift in perspective to the importance of adult education and impact upon their K-12 student's success. The research will show how adult education is one of four cornerstones to the success of the K-12 student in our public schools system.

## **Creating a Competency-Based Adult Education Data System Using the Google Suite for College and Career Readiness Standards**

Lead Presenter: Donna Chambers

Co-Presenter(s): Ed Latham

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Monterrey 1

Many educators like the idea of competency-based education that is based on the CCRS and can easily be individualized to each student. This session introduces participants to a proto-type system within the Google Suite of tools that facilitates many of the educational desires today. Imagine a tool that easily allows for goal setting and tracking, indexing resources to standards, students creating a digital collection and portfolio of evidence, and multiple representations of the standards to help learners understand what is begin learned and what the expectations are for success. This prototype aims to offer all of this and feedback from all members of the adult education community is needed to ensure this tool can best meet the needs at all levels.

## **Make the Most of Your ABE Data System - How Minnesota Meets Reporting and Programming Needs**

Lead Presenter: Eric Nesheim

Co-Presenter(s): Jenny Schlukebier

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Laredo 1

Take a look at how Minnesota has made their home-grown ABE data-system work for them. Teachers, data-entry staff, managers, program directors and even students from large and small programs utilize this system for reporting, as well as classroom, student and volunteer management. Come see how MN staff use their program management tools, including a student portal, and data reports to inform and improve programming and make useful information available to all users. Share your ideas for best use of data for program management and explore Minnesota's system to help spark discussion and creativity about new ways to look at and utilize data. Evolving WIOA requirements and their impact on data collection will also be discussed.

## **Immigrants & Entrepreneurship: Business Basics for ESL Students**

Lead Presenter: Francesca Ramirez

Co-Presenter(s): Doug Mudd

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado E

From local neighborhood shops to America's largest companies, immigrant business owners contribute more than \$775 billion dollars in revenue to the economy. In fact, according to recent data, immigrants are twice as likely to start a business, while the rate of new-business generation among the native-born is declining. Now more than ever, the need for immigrant entrepreneurial training is becoming increasingly apparent.

## **Active Learning in the Multi-Level ESL Classroom: Activities to Enhance Teaching**

Lead Presenter: Gisella Aitken-Shadle

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado A

Active learning is an approach to teaching that recognizes that students play an active role in their own learning. Active learning is a crucial component for successful ESL education. This presentation will explore what active learning is and how it leads to greater student learning and engagement. It will look at how active learning can improve ESL teaching in a multi-level ESL classroom, focusing on reading, writing, listening, and speaking. The audience will have the opportunity to participate, be engaged, and be motivated through hands-on activities illustrating these techniques, to allow them to have immediate practice so that they can bring back these ideas and techniques into the classroom the very next day.

## **Effective Communication Skills - Key for Leader Success**

Lead Presenter: Guadalupe Ruvalcaba

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado T

How effective are your communication skills? Communication skills are the foundation for workplace success. Many times, when there is communication breakdown, it is not just the content of the message sent but the manner in which it is delivered. We will examine communication as a process that includes planning, delivery, and checking for understanding, a process that promotes a proactive rather than reactive approach to avoiding miscommunication. This interactive session will focus on boosting communication skills to ensure that the message is received and understood as it was intended. Participants will review and model the use of various communication skills/strategies to target different workplace scenarios, including those dealing with conflict.

## **Retail Contextualized English Language Training: Skills and Opportunity for the New American Workforce**

Lead Presenter: Jennie Murray

Co-Presenter(s): Ana Negoescu

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Yucatan 3

This session will discuss immigrant integration at the work site, and will engage attendees in discussing how non-traditional partnerships can effectively leverage each partner's expertise and resources to help immigrants improve their language skills and move up in their careers. This will be done by using Skills and Opportunity for the New American Workforce, an ESL retail sector partnership led by the National Immigration Forum and joined with leadership from the Walmart Foundation, CCCIE, and Miami Dade College, as a case study. The workshop will also provide a platform for attendees to share similar experiences or explore ideas on how to replicate successful collaborations in their institutions/communities.

## **ALERT Teaching From ABE to GED to CTE**

Lead Presenter: Jerrie Williams

Co-Presenter(s): Joe Raymond

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado S

It must be magic, or so it seems! What else can explain how teachers can gather students from all different backgrounds and skill levels and help them complete the steps to transform their lives through education? This is what teachers do! The "ALERT" workshop will present practical ways for teachers to spark hope and ignite the necessary energy in their students, so they can leap into action to make their dreams come true.

## **Moving the Needle: A Data-Driven Approach to Differentiating Instruction & Increasing Student Achievement**

Lead Presenter: Julian Cazañas

Co-Presenter(s): Maria Gutierrez

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 9

This presentation is designed to emphasize the application of CASAS student test data to develop classroom products that support differentiated instruction across all ESL functional levels. The purpose of the development and implementation of these instructional products is to target specific student deficiencies through differentiated instruction. The anticipated end result is an increase in student achievement which will, thereby, move the needle with regard to overall ESL program data as well as by ESL functional level.

## **Recruitment and Retention in Adult Education**

Lead Presenter: Kathleen Dorn

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado R

Have you struggled with recruitment and retention in your adult education program? Through strategic outreach and an introduction of a Family to Family Mentoring Model made possible by a grant from COABE the Adult Education Family Literacy Program in Springdale is finding solutions.

## **Strategies & Best Practices for Creating an Adult School Program that is Effective, Accountable & Efficient**

Lead Presenter: Marti Estrin

Co-Presenter(s): Ellen Licht

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado D

This workshop shares lessons learned from the noncredit ESL Program at Santa Rosa Jr. College as it transitioned from ungraded classes and symbolic certificates to real grades and Certificates approved by the Chancellor's Office. Start to take steps to improve your accountability, motivate students and increase the matriculation rate of your students as they transition from adult education courses to post secondary courses or vocational programs.

### **Teaching Math to ESL/ELL: activities and more....**

Lead Presenter: Michael Matos

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 10

Workshop brings participants into a curriculum integrating the study of mathematics and English vocabulary relying heavily on hands-on and collaborative activities using manipulatives. Helping teachers of ESL/ELL accomplish two goals with their students in mathematics: mathematical understanding and English proficiency. Hands-on games, hard copies and computer-based interactions create a rewarding balance for instruction. Participants discover free electronic and hard-copy resources that can be used for constructing lessons and activities. Participants are engaged with numeracy lessons that provide a balance between skill building and functional needs. Examples contextualize math instruction motivating and increasing willingness to engage by providing real or concrete meaning.

### **Alleviate Math Fears with a Math Fair!**

Lead Presenter: Patricia Helmuth

Co-Presenter(s): Linda Blanton

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Baja

Come to this workshop and find out how the Adult Program at Sullivan County BOCES, NY brought all their students together for a day of student-driven, no-stress math activities accessible to students at all ability levels: ABE, HSE, and ESOL students. The math fair included games, internet activities, and numerous problem-solving adventures that utilized manipulatives. At this workshop, participants will learn how our program prepared our teachers for the event, will experience a mini-version of a math fair, and will understand how hosting a math event can benefit their program, instructors, and students alike. Participants will leave with concrete ideas and accessibility to online resources that will enable them to successfully organize, promote, and implement a math fair.

## **Close Reading Strategies for Student Success**

Lead Presenter: Ronna Magy

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado C

How can educators help adult English Language Learners to develop close reading strategies that lead to success in both academic and workplace contexts? In this workshop the presenter discusses and participants explore three informational text-close reading strategies: responding to text-dependent questions using citation of evidence, paraphrasing and vocabulary building, and jigsaw reading.

## **AGE – CTE Connection: Supporting Students Beyond AGE**

Lead Presenter: Rosa Grant

Co-Presenter(s): Carol Tingley, Tiffaney Barnes

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Fiesta 1

Learn how Orange Technical College (a large school district) supports the transition of Adult Education students into Career and Technical Education programs through strategies such as technical college tours, career fairs, adult dual enrollment, and GED to CTE transition scholarships.

## **Building Effective Collaborations within an Adult Education & Literacy Consortium - The Dallas County, Texas Story**

Lead Presenter: Sharon Dehn

Co-Presenter(s): Demetria Robinson, Shanna Livers

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Yucatan 1

The Dallas County Local Workforce Development Board is currently in its 3rd program year of managing an AEL grant program. The presenters will share how the Dallas County AEL Consortium was formed and the challenges and successes experienced in building collaborate partnerships.

## **Keeping It Real: Integrating Transitions Skills & Career-Focused Lessons into ABE Curriculum**

Lead Presenter: Stephanie Sommers

Co-Presenter(s): Heather Turngren

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado P

In this hands-on session, participants will be actively engaged in the process of creating a contextualized lesson that can be used with a variety of adult learners starting with High Beginning ELLs. Presenters will share examples of lessons that teach basic skills, such as reading and writing, while also preparing students to enter a specific career cluster, such as healthcare or hospitality. The basic principals of "backward design" will be utilized to create highly engaging lesson plans that are also aligned to ABE standard.

## **"I'm Not Afraid of English Anymore!" A Guide to Writing English as a Second Language**

Lead Presenter: Susan Bernard

Co-Presenter(s): Dr. Tammy Sagastizado

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado N

Do your ESL students need help with writing? "I'm Not Afraid of English Anymore!" is user-friendly and full of common, everyday words and color-coding to make learning to write English easier to understand. An e-book version allows you to project the book in your classroom and/or print it yourself to save your program money. This presentation will showcase these books. Participants will receive a Verb Time booklet that shows how to form verb tense in a practical and easy way that progresses from easy verbs to tricky verbs and finally to trickier verbs. Also, there will be 3 drawings among attendees for the ESL textbook, "I'm Not Afraid of English Anymore!"

## **Mission-Driven Innovation; The Adult Diploma Program at Cuyahoga Community College 2015 - 2017**

Lead Presenter: Vincent Briley

Co-Presenter(s): JaNice Marshall, Victoria Berry

Session 8, Tuesday, April 4th 3:45pm-5:00pm, Room: Coronado M

Tri-C answered the call to create new pathways for adults to complete a high school diploma through a career focused competency based adult education program. Participants will learn about our planning and implementation outcomes, state-wide collaboration and participate in a think-pair-share activity to engage other state-legislated adult diploma program efforts.

## **Intersections of Policy and Practice for Adult Education and CTE**

Lead Presenter: Alisha Hyslop

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 1

With a new Administration and new Members of Congress come new priorities that impact local programs. The reauthorization of the Workforce Innovation and Opportunity Act brought many changes to federal policy, and more are to come as Congress considers the Carl D. Perkins Act and the Higher Education Act. This session will explore the intersections of federal policies that impact career and technical education and adult education, and provide insights into the latest issues being discussed in Washington.

## **Using a Skills Based Approach to Overcome Test Reluctance and Anxiety for Providers and Test Takers Alike**

Lead Presenter: Bethany Friedlander

Co-Presenter(s): Grace Heffernan

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Yucatan 3

Harry Potter never excelled in the classroom, but from the beginning Harry demonstrated he had skills that couldn't be taught in the classroom (ahem, defeating Voldemort). In Northeast Ohio, there is a pool of talented individuals that unlike Harry remain unable to get into careers with family sustaining wages because they lack a tool with which to indicate their skills outside of traditional educational credentials. These conditions have made the region ripe for a skills based hiring intervention called TalentNEO where job seekers can use WorkKeys® skill assessments to better communicate their qualifications. Our panel will explore how NewBridge Cleveland overcame test reluctance and anxiety to see successes since replacing the TABE test with WorkKeys in January 2016.

## **Building capacity through "HOME-GROWN" initiatives**

Lead Presenter: Chris Duran

Co-Presenter(s): Gaye Horne

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 2

During this presentation participants will examine different models that have been developed to support the overall skills development for parents by funneling them through a education pipeline that results in graduation from a 4 year university.

## **Transitioning Students from ABE to GED® Level Skills in Mathematical Reasoning**

Lead Presenter: Daphne Atkinson

Co-Presenter(s): Bonnie Goonen, Susan Pittman

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado M

Many teachers across the country work jointly with ABE and GED-level students in multi-level classrooms. Research from the GED Testing Service® shows that the approximately 26% of students who do not pass the GED® math test fail to do so by two or three questions. What can teachers do to help these students bridge the skill gap and pass the GED® Mathematical Reasoning test? This session will focus on the foundational skills that students must master to reach the passing level of the GED® math test.

## **The Open Door Collective: Making the Case to Increase Public Funding for Adult Basic Skills Education**

Lead Presenter: David Rosen

Co-Presenter(s): Margaret Patterson, John Comings, Heide Spruck Wrigley, Marcia Drew Hohn, Jen Vanek

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 6

The Open Door Collective is a new national organization whose mission is to “reshape U.S. society to have dramatically less poverty and economic inequality and more civic engagement and participation in all our society has to offer.” Panelists, who are both researcher and practitioner members of the Open Door Collective, will discuss and share brief papers they and others have developed to make the case for increased funding and quality for education programs that provide adult basic skills, including English for immigrants. The papers are designed for public policy advocates in public health, corrections reform, K-12 education, immigrant and refugee integration issues, workforce development, labor issues and other domains, to support new advocacy for adult basic skills education.

## **Beginning Meta-majors in Basic Skills: Exploring & Navigating College and Career Pathways through Contextualized Instruction**

Lead Presenter: Heather Williams

Co-Presenter(s): Julie Williamson, Dawn Murphy

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 8

South Puget Sound Community College (SPSCC) piloted a 3-quarter curriculum that was created during the 2015-2016 school year giving ESL students the opportunity to explore SPSCC’s pathways (meta-majors) with the aim of setting a new accelerated trajectory for student success. Come explore with SPSCC’s Transition Studies Division our process, including road blocks and surprises along the way in creating and implementing a hybrid course which meets the needs of intermediate and advanced ESL students and requirements of the new WIOA guidelines. This pilot now serves as a campus model from which to build college-wide pathway development for SPSCC and puts Adult Basic Education at the forefront of the college’s Pathways initiative.

## **Developing College and Career Readiness for Beginning ELs: Complex Visuals Today, Complex Text Tomorrow**

Lead Presenter: Jayme Adelson-Goldstein

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado B

Our beginning level adult English learners’ ability to achieve their personal and professional goals relies on their college and career readiness (CCR) skills. We can help learners with limited English proficiency get a leg up on developing these skills through the use of complex images, text dependent questions, graphic organizers and meaningful team tasks.

Participants in this hands-on session use a variety of instructional strategies and tasks along with picture stories, thematic images and videos in order to develop learners’ academic vocabulary, increase their self-management and autonomous learning skills, and help them meet level-appropriate CCR Standards for Adult Education and the English Language Proficiency Standards for Adult Education.

## **The Digital Homeroom: A Resource to Help Teach Computer Skills to Low-Literacy Adults**

Lead Presenter: Jen Vanek

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Yucatan 1

There is a wealth of online resources that teachers can use to help their learners develop digital literacy skills. Often, the biggest challenge is finding, evaluating, and then organizing them for instruction. This presentation will introduce participants to 1) a free website template, called a digital homeroom, that teachers can stock with links to instructional websites, and 2) a rubric to help evaluate online resources. The website's design is based on findings from two related research studies that show how important clean design and culturally relevant resources are for supporting digital literacy instruction. The presentation will provide strategies for using the website in a classroom instruction or for independent work. Finally, options for customizing the website will be offered.

## **Landing the Job: For Students with Learning Disabilities, Employment Starts in the Classroom**

Lead Presenter: Juliana Taymans

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado Q

Research suggests that the more students see classes as personally relevant, the more receptive they will be to learning. This session helps incorporate employment-related strategies into instruction and conveys to learners that academics can directly connect to their careers and livelihood. To help students with learning disabilities (LD) develop effective skills for finding and retaining employment, this session focuses on practical instructional strategies adult educators can use to support students' success at each phase of the employment process, workforce-related resources available to students with LD, and how adult educators can link these resources to instructional strategies and the learner's goals.

## **Integrated Learning, Team-Teaching, and Workforce Preparation: expanding Adult Education offerings beyond the traditional GED**

Lead Presenter: Julie Falt

Co-Presenter(s): Harold Gertner, Angela McQueen, Melissa Kling

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 4

Adult Education Teachers make magic everyday as they help students realize their potential and dream bigger than ever before. Learn some new spells for motivating your students to achieve more in academics and workforce preparation. This session will present a variety approaches focused on integrated learning, team-teaching, and workforce preparation with specific interest paid to ease of implementation.

## **Using the Magic of Career Exploration to Build Literacy Skills**

Lead Presenter: Karen Reamer

Co-Presenter(s): Carol Gaelens

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Yucatan 2

Now more than ever, adult literacy programs are working to equip students with the knowledge they need to plan and prepare for their next career steps. Adult literacy programs must not only meet requirements from WIOA regulations but also ensure that their students attain both English language skills or a high school equivalency diploma to step into a career pathway. Using the CUNY Career Pathways Career Kit, we will discuss a wide range of literacy programming as it intersects with career exploration, planning and preparation. Come, roll up your sleeves and grab some tools and practices while participating in some fun activities. We will answer these important questions: What do I need to do to make our students self-sustaining and equipped to prepare and plan for their future?

## **Literacy Tutor Learning with Tutor Ready: Free Online Resources for Literacy Tutors**

Lead Presenter: Kathryn Harris

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Monterrey 1

This presentation will demonstrate a free online resource for literacy tutors. The resource contains bite-sized modules that are drawn from the research-based LINCS' Teaching Adults to Read. Tutor Ready focuses on topics relevant to adult literacy tutoring in the area of reading including: A question and answer format that focusing on specific reading skills in each of the components of reading, practical, research-based explanations, suggestions, and strategies for assessing and tutoring adult learners, as well as video and audio demonstrations of tutoring techniques. The presenter will demonstrate what is available in each of the topic areas and demonstrate how Tutor Ready provides professional development opportunities for teachers, tutors and administrators.

## **The (Approximately) 10 Magic Steps for Effective Professional Development Programs**

Lead Presenter: Kaye Beall

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado C

What are the “keys” to an effective professional development (PD) program? What do those components look like in practice? Find out what the new LINCS PD Center learned from researching and interviewing leaders in the field. Join this session to discuss and reflect on effective PD programming under the Workforce Innovation and Opportunity Act (WIOA) in support of high-quality adult education programs. We’ll share what we learned from the literature review, interviews with selected state leaders, and the synthesis of narrative NRS reports. And don’t miss the wrap-up!! We’ll conclude by sharing what technical assistance and PD activities the LINCS PD Center has available to help states establish or operate high-quality PD programs and how to access these services.

## **Working with WIOA Partners to Deliver Data Driven Professional Development**

Lead Presenter: Kimberly Glenn

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado G

This workshop will discuss how to work with WIOA partners to leverage resources in designing and delivering professional development. By employing a data-driven approach, partners can improve economy of scale while cross training staff to meet WIOA requirements and transfer training knowledge to their jobs. Come check out how to maximize training results with your WIOA partners!

## **How to Identify and Implement Key Partnerships to Attain Student Success and Measurable Results**

Lead Presenter: Laura Link

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Monterrey 2

With increasing budgetary, staffing and programming concerns, community, adult basic, and continuing education personnel must make key partnerships to ensure that they reach the more than 60% of U.S. working-age adults without college degrees. Learn how to utilize key partnerships and workforce and community programs to see student success and get measurable results. Attendees will:

- Learn how to follow market trends
- Identify ways that community and continuing education programs can partner
- Discover how to market and form profitable partnerships with limited staff
- Customize courses to fit the needs of your partners
- Outline financial parameters of profitable educational partnerships

## **WIOA Implementation: Year One Lessons Learned and Best Practices sponsored**

Lead Presenter: Lennox McLendon

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Monterrey 3

In this session we will look back on the first months of WIOA implementation and review 1) what states have done to implement the law and the regulations, 2) what are some best practices at the classroom, local program and state levels and 3) what we can expect in 2017-2018.

## **Gaining Insight to Success : Implementation Methods Using an Integrated System for Improving Student Outcomes**

Lead Presenter: Leslie Holland

Co-Presenter(s): David Disko, Mike Widra

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 3

Constructing and implementing a High School Equivalency program can be complicated, so gaining insight is critical to an effective implementation. Come learn how others are making an impact through their experiences, results and shared best practices through a presentation and discussion experience.

## **Successful Partnerships & Transitions with Adult Education and Victor Valley**

### **Community College Consortium in Rural California**

Lead Presenter: Lilila Franco

Co-Presenter(s): Adele McClain, Martha Mendez

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Laredo 1

The purpose of this workshop is to discuss existing and potential partnerships, services, and opportunities available in the Southern California High Desert Region. Presenters from K-12 districts and their local community college have linked their students from HSE/ABE/ESL populations with the community college pathways and workforce providers in a rural area of one of California's desert communities. This workshop covers programs and strategies designed to enable adults to earn industry-recognized certifications while earning college credit to attain employment to attain self sufficiency. Participants will walk away with three different models for how to build pathways to employment and further their post secondary education built using the student's' own background and interest.

## **Differentiated Instruction: Variety is the Spice of Life and the Classroom**

Lead Presenter: Lily Beth Brazones

Co-Presenter(s): Patrick Brown

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Laredo 2

How do you maintain a high level of student engagement in the classroom? Differentiated instruction is one of the most effective strategies that enables an instructor to provide a variety of instruction that addresses different student ability, interest, and focus. By providing differentiated instruction, teachers recognize that students are at different levels, and have different focus of interest. The strategies provided at the training include face-to-face interaction as well as technology strategies that help maintain student interest and interaction. This is a hands-on approach where participants will be involved in project-based learning so that they can experience first-hand, the strategies that will be immediately portable for classroom use.

## **The BurlingtonEnglish Blend—Your Answer to WIOA, IET, and IEL/CE in One Comprehensive Program**

Lead Presenter: Lori Wedner

Co-Presenter(s): Oliva Fernandez, Robert Breitbard

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado A

As Adult Education and the learning goals we have for our students evolve, schools are looking for programs to meet their growing needs. BurlingtonEnglish is a blended, digital program created specifically for the adult English language learner and for those teachers and administrators who service these students. Come see how Burlington's multiple courses and levels will help you address WIOA with Integrated Education and Training (IET) and Integrated English and Civics Education (IEL/CE). Participants will get a look at Burlington's comprehensive suite of programs to understand how the program works in the classroom, lab, distance learning, and mobile settings. We will highlight how to use BurlingtonEnglish to respond directly to the demands of WIOA.

## **Implementing Effective Teaching in Your Classroom**

Lead Presenter: Marcela Movit

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado S

A teacher's effectiveness plays a significant role in determining how successful students are. This interactive hands-on session will address the importance of teacher effectiveness by sharing the OCTAE-approved teacher competencies as one way of helping teachers better meet the needs of their adult students. Participants will use tools to learn how to apply the competencies in their instruction.

## **Help Adults Find Money for College**

Lead Presenter: Mary Jeneverre Schultz

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado N

The workshop, Money Management for Adult Learners, addresses adult learners and nontraditional students who may be discouraged by the thought of paying for school and handling the workload along with their other financial, family, and community responsibilities. This workshop kit will empower these students to further career goals through college or other forms of continuing education. This workshop covers two interconnected topics: Managing money and paying for college. Once participants learn the tools to manage money (such as using a spending plan and savings for goals), they can explore how to pay for a college education and gain the confidence to start making solid plans for the future.

## **Make & Take: Fun, Free Mustard Seed Books for Adult Learners**

Lead Presenter: Meagen Farrell

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado T

Looking for free, engaging books for beginning readers available on mobile or print? Learn about the Mustard Seed Books series: printable, leveled readers available for free online in English or Spanish. Participants will learn strategies to use leveled readers for differentiated instruction in adult or family literacy settings. Bring your own device or team up with a colleague to make and submit your own Mustard Seed Book on any topic relevant to your readers (including math and jobs). Teachers and administrators can access certificates of participation through our digital Teacher Academy. A few lucky winners will take home a free set of printed books.

## **Money Math Matters: Financial Literacy Activities for ESL, ABE, and ASE**

Lead Presenter: Michael Matos

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 10

Workshop delivers real-world financial topics and tools with a mathematical educational connection. Participants work with financial literacy activities used in ESL to ASE math instruction. Lessons include best practice activities and background economics information and personal finance content with mathematics. These activities have varied lesson delivery styles that reach a variety of learning styles to help make informed money decisions that will affect their lives now and in the future. Students can apply their mathematics to real world situations. It will be emphasized that financial literacy is meant to be learned and practiced in an interactive and technological environment. Participants use tactile, hard-copies, websites, documents and spreadsheets with computer interactions.

## **A New TABE for a New Era**

Lead Presenter: Mike Johnson

Co-Presenter(s): Karen Bell-DeWitt, Deedra Arvin, Keith Boughton

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado E

Join us for answers to questions around the new College and Career readiness (CCR) standards and how they impact the new TABE 11/12 assessments. We'll preview details of the new tests, and offer tips for a successful transition.

## **Parenting as a Career Pathway: Leveraging a Public Library's Expertise**

Lead Presenter: Pam Jankowski

Co-Presenter(s): Susan Sheehan

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 9

According to a 2013 blog by the Huffington Post, 32 million adults in the U.S. can't read. That's 14 percent of the population. 21 percent of adults in the U.S. read below a 5th grade level, and 19 percent of high school graduates can't read. Sixty-six percent of all U.S. fourth graders scored "below proficient" on the 2013 National Assessment of Education Progress (NAEP) reading test, meaning that they are not reading at grade level. Summer takes even more of a toll on students when they lose one to three months of learning. In the K-12 education field, this is referred to as the "Summer Slide" Illiteracy is a national problem. Not only does adult illiteracy negatively affect the economy but it also has adverse effects on children. A mother's reading skill is the greatest determinan

## **How to Contextualize Math Instruction Using Infographics**

Lead Presenter: Patricia Helmuth

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Baja

How can adult education instructors maximize teaching time in the classroom? Use interdisciplinary infographics! In this workshop attendees will explore how authentic infographics can be used as a tool to engage students in constructing meaningful knowledge and gaining conceptual understanding of real-life math as they make observations of and ask questions about infographics. Infographics are here today and the reality of our student's tomorrows, so they need to develop the skills needed to decode them. Though this workshop will focus on how infographics can be used in the math classroom, adult education instructors in all content areas will benefit from this introduction to infographics.

Participants will leave with ideas and resources that they can immediately use in the classrooms.

## **Learn to Earn Toolkit: A Workforce Readiness Resource for Adult ELLs**

Lead Presenter: Patricia Lovett

Co-Presenter(s): Tracy Noles

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado R

Are you stumped by the focus on employability skills in the Workforce Innovation and Opportunity Act (WIOA)? Not sure how to build on these skills, especially with your adult ELLs? Come to this session where we will discuss the importance of employability skills and how research can inform instruction for ELLs that aligns with WIOA outcomes. You will also learn about a new FREE digital resource for adult ELLs--"Learn to Earn Toolkit"--and see this website in practice as well as receive an offline supplement with ideas for using the website in a family learning program.

## **How to Design Learner-Centered Education for Adult ESL and Why You Should**

Lead Presenter: Susan Finn Miller

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado D

Teachers of adult English learners often hear they should strive to be learner-centered, but what does a learner-centered practice actually look like in today's classroom? In this highly interactive workshop, participants discuss six learner-centered principles and explore various ways to implement these principles in their instruction with adult learners at all levels. Teaching activities include conducting needs assessments to ascertain learners' important goals, enhancing the rigor of instruction to accelerate learners toward their goals, drawing upon students' stories, and engaging learners in meaningful and authentic language tasks and projects. Participants will take away many practical ideas to apply immediately in their teaching.

## **Today's Student: Tomorrow's Workforce**

Lead Presenter: Susan Gibson

Co-Presenter(s): Katie Aiken, Christa Brumfield

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Coronado P

The Pickens County Adult Education program has developed a comprehensive program immersing our students in the "soft skill" concepts important to success in the workforce. Beginning at orientation and interwoven throughout our program, we will share strategies that have proven to be successful with helping our students understand the employability skills necessary to succeed in our program, in training and education following our program, and in the workforce. This comprehensive approach allows students to "practice what we preach" with their attendance, conduct, and classroom performance while preparing to move forward into the work world.

**Teamwork: The secret ingredient for achieving more in your state!**

Lead Presenter: Tom Nash

Co-Presenter(s): Beverly Smith, Kaye Sharbono, Reecie Stagnolia, Pat Tyler, Sharon Bonney

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 5

Join us for a panel discussion by leadership from the organizations of COABE and NAEPDC (state directors) as we discuss strategies for how state directors and state associations can find common ground to work together to actualize the vision of a more literate America!

**Using Technology and Apps in an Adult ESOL Classroom**

Lead Presenter: William Posey

Co-Presenter(s): Jose Simulus, Miriam Cabrera, Alexandra Rojas

Session 9, Wednesday, April 5th 9:45am-11:00am, Room: Fiesta 7

It is important for students to take advantage of technology when learning English. Tablets and many phones allow students to practice English through apps. These apps allow students to continue learning English at home, over breaks and any other time they're away from school.

**The Value of Transformational Leadership in Changing Times**

Lead Presenter: Beverly Smith

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 5

In summary, Transformational Leadership a process where leaders and their followers raise one another to higher levels of morality and motivation. The intent is for leaders to transforms followers with capacity and willingness to serve into the next generation of leadership by first by creating a vision and putting self aside. This session is intended to be a discussion and lessons on how to become a transformation leader.

**Rebooting Your Digital Strategy: A Guided Tour for Education Practitioners**

Lead Presenter: David Rosen

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado B

This session will provide tips and tricks for helping your program and students take advantage of national developments in digital literacy and access. Watch demos of helpful resources, review useful websites, and discover new tools to get your teachers, tutors, and students “connected”! Bring your own device (BYOD) for a hands-on experience.

## **Leading and Growing Your Program through Times of Change**

Lead Presenter: Ellen Hewett

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado P

Collaboration is the best approach for administrators needing to lead change processes within their program, to influence and coordinate tasks beyond their specific authority, and to build broad stakeholder engagement. This workshop is aimed at increasing participants' understanding of collaboration dynamics and the skills needed for this leadership approach. Participants will learn the key qualities of an effective collaborative leader, and conduct a self-assessment to determine their leadership strengths and areas to strengthen.

## **Teaching Persuasion and Evidence Analysis: Ethos, Pathos, and Logos**

Lead Presenter: Kimberly Glenn

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado G

Analyzing evidence and using it to craft persuasive and argumentative essays is a critical skill our students need to have. This workshop explores strategies to explicitly teach how to find, evaluate, and analyze evidence in order to support persuasive and argumentative writing elements. By using Ethos (Ethical/Expert), Pathos (Emotional), and Logos (Logic) when evaluating evidence and persuasion, you will dive deeper into why certain evidence is present in a text, the intent of that evidence, and how to best use in persuasion analysis. Specific instructional strategies will be modeled that you can immediately take back and implement with your students.

## **The Employability Framework: Research to Practice**

Lead Presenter: Marcella Movit

Co-Presenter(s): Blaire Toso

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado C

With a heightened emphasis in WIOA on preparing students to succeed in their academic and employment endeavors, the employability framework provides guidance to programs on how to ensure their students are career ready. This session will provide an overview of the research behind the employability framework and present tips on how to implement it in your classroom to better meet your students' needs.

## **Adult Learner Leadership for Realizing Tomorrow's Dreams: Final Results from the ALLIES Evaluation**

Lead Presenter: Margaret Patterson

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado S

The award-winning, two-year VALUEUSA Adult Learner Leadership in Education Services (ALLIES) evaluation is now complete. This evaluation examined relationships of outcomes and experiences of adult learners who participated in program sponsoring leadership projects compared with adult learners in control programs. The session shares final results, both quantitative and qualitative, of adult learners, staff, and programs. Come learn what happens when adult learners step up to become leaders in adult education programs and how you can apply what participating programs gained to benefit your program.

## **How Do You Know That They Know? Checking for Student Understanding**

Lead Presenter: Mary Ann Corley

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado D

How can you be sure that your students are learning as you teach? Formative assessment is a powerful approach that allows you and your students to collaboratively gather evidence of student learning for the purpose of improving the learning. Formative assessment is an ongoing process, not a one-time event. Because it occurs while the learning is taking place rather than at the end of an instructional unit, it is viewed as assessment FOR learning, rather than assessment OF learning. This session will engage participants in an exploration of strategies for checking for student understanding and ways to use that information to adjust teaching to ensure that ALL students learn.

## **Crowdfunding: Tips & Tricks for Success**

Lead Presenter: Meagen Farrell

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 2

Let's face it: you need money today to help your learners achieve their dreams tomorrow. Use the magic of the internet to tap new sources of funding! The current combination of federal, state, and private foundation funding for adult basic education is not enough to meet the demand for adult literacy services. Become part of the growing "social sales" movement to use crowdfunding to increase your budget and reach. Participants in this session will learn about potential online platforms and benchmarks to meet for a successful first campaign. By the end, you'll know how to turn your social capital into financial capital.

## **Rethinking Fractions**

Lead Presenter: Melissa Braaten

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Baja

Do your students struggle with fractions? Do you find students asking to be shown the steps "just one more time"? In this workshop we will explore some of the gaps that adult students often have in their foundational number sense around fractions, and look at some activities and strategies for helping students develop this number sense so that they can reason and make sense of fractions and fraction procedures.

## **The Skills and Knowledge Needed for the Naturalization Test and Interview**

Lead Presenter: Michael Jones

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 3

Do you know how to prepare students for the naturalization test and interview? This session explores the three main components naturalization applicants need to know: English, Civics, and the naturalization process. USCIS will discuss skill levels, resources, instructional approaches, and the new technology considerations. Participants will leave with free resources and a better understanding of how to prepare students for naturalization.

## **Teaching ABE & ASE Social Studies with a Multiplicity of Disciplines**

Lead Presenter: Michael Matos

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 10

Participants learn to create, deliver, and vary classroom practices in teaching social studies tied to a multiplicity of disciplines including history, geography, math, science, and technology. Participants and their students are rewarded with challenging and motivating lessons that will prepare students for life-skills, ABE, and ASE skill challenges. Participants are provided with ideas and examples in lesson planning for the ABE and ASE interactive social studies classroom. Hands-on games, maps, hard copies and computer-based interactions create a rewarding balance for instruction. Participants will discover resources with free materials and websites that can be used for constructing lessons and activities. Participants complete best practices examples, play games, and share feedback.

## **But Does It Work? Learn to Evaluate Your Financial Education Program**

Lead Presenter: Peggy Muldoon

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado N

The NEFE Financial Education Evaluation Toolkit is designed to help financial educators evaluate and programs' impact on students. Well-designed evaluations help educators determine if a program meets its audience's needs; identify strengths in the program and the facilitator; spot areas for improvement; and justify funding of the program to stakeholders. This workshop is intended to help individuals who deliver financial education --- including financial planners, social service professionals, community volunteers, and human resource professionals --- learn how to use Evaluation Toolkit database, templates, and forms to evaluate the effectiveness of educational programs.

## **Writing With Scaffolds: Using Paragraph Frames**

Lead Presenter: Ronna Magy

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado A

Research indicates that having strong paragraph writing skills is key in academic and workplace success. Paragraph frames (writing scaffolds) help intermediate-advanced adult students strengthen their writing skills. In this session, participants practice using a paragraph frame model. Participants leave with handouts including sample paragraph frames and a resource list.

## **How to Integrate Student Goals with Standards**

Lead Presenter: Sara Jorgensen

Co-Presenter(s): Avril De Jesus, Moana Fogg

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado Q

We will look at what goal setting does to the brain, student learning, and how goal setting facilitates student progress. In this workshop we will present various ways to use goal sheets in a variety of settings to facilitate the integration of standards including CCR Standards. Participants will engage in synthesizing their own program goals with relevant standards and practice SMART goal setting. They will leave the session with ideas of how to use this process with students.

## **Pushing-In for Relevance: Bringing Digital Lessons to the Adult Literacy Classroom**

Lead Presenter: Sarah Bell

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado F

In today's technology-driven society, we must incorporate digital skills into literacy curriculum. Bringing digital instruction to the classroom through a series of push-in lessons is an effective way to show relevance of computers directly to adult learners' lives. This presentation will talk about designing and structuring digital push-in lessons, 30-45 minute lessons that push into an established literacy class and focus on students achieving a concrete outcome, such as sending an email to their instructor. Because students can fall along a wide spectrum of skill levels, this presentation will also talk about the importance of scaffolding the lesson to account for individuals who cannot complete the objective without assistance and those who need more of a challenge.

## **Dig Deeper with your Adult Learners... 5 Strategies to Strengthen Cognitive Processing**

Lead Presenter: Shannon Sims

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado R

The world that waits for vulnerable learners has changed. Entry-level employment demands mastery of abstract thinking and cognitive processing skills from our emerging workforce. According to the US Department of Education, weak cognitive skills are the source of over 80% of learning problems. As the demand for this type of knowledge continues to expand exponentially, adult education programs must be equipped to prepare learners to develop mastery of higher levels of abstract thinking and cognitive processing. Join us to learn the five critical cognitive processing frames for vulnerable learning populations and explore how to infuse these frames across all programming aspects. Are you

READY?

## **Teaching and Learning in the Contextualized Classroom: Preparing Students for their Next Step**

Lead Presenter: Sharon Johnston

Co-Presenter(s): Jacqueline Korengel

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 7

Today's workplace demands skilled workers who possess strong work ethic, but many lack experience demonstrating the soft skills necessary to get a job and keep a job. Join us to learn about a statewide initiative that ensures that every student has multiple opportunities to learn, practice and develop confidence in demonstrating the soft skills employers seek across industry sectors and at all levels of employment. Participants will leave with concrete examples for strategies to implement integrated education and training and build capacity and sustainability to prepare students for success in the workplace.

## **Employability Skills Portfolio - Helping Your Students Enter the Workforce**

Lead Presenter: Sophia Watson

Co-Presenter(s): Miriam Gomez, Jackie Torres

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 8

The Employability Skills Portfolio is a great way for your students to receive tier one instruction in workforce training. If you are a small program and are looking for a way to incorporate more workforce readiness training, this is a great place to start.

## **The Use of Navigator Services to Increase Persistence and Retention in both ESL and GED/College Prep Programs**

Lead Presenter: Stacy Mason

Co-Presenter(s): Kristy Rooney, Stacy Edland

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 4

We will share practical ideas that all ABE programs can bring home and start using tomorrow to increase student ability to persist towards individual goals while meeting program needs of increasing students participation and retention in the classroom. Participants will be guided through an exercise in identifying needs and resources for their own programs, as well as time for questions and answers from both an ELL and a GED/College prep Navigator and an ABE program coordinator.

## **Eliminating Remedial Education at Community Colleges: Findings from the Supporting Student Success Project**

Lead Presenter: Sue Liu

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Coronado T

The Supporting Student Success: Adult Education and Remedial Education Reform in Community Colleges (SSS) project, led by the Manhattan Strategy Group (MSG) is a two-year project funded by the U.S. Department of Education. For the project, MSG initiated a documentation process to identify promising practices at community colleges that align developmental education with adult education. Using an evidence-based literature review by MDRC called *Unlocking the Gate*, MSG then developed program rubrics that identified specific program components for promising developmental education programs to assess how they coordinate and align with adult education programs. The program models that MSG examined and developed rubrics for include: contextualization, acceleration, student support and hybrid.

## **Latino Youth: Let's Change the Narrative**

Lead Presenter: Surabhi Jain

Co-Presenter(s): Veronica Alarcon

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Fiesta 1

According to Pew Research Center, nearly six in ten Hispanics are Millennials or younger; and, the future workforce of the United States. The right kind of investments in this group can yield greater return-on-investments (ROI) for the funder, the youth, and the family as a whole. Let's come together to discuss what does workforce investment look like for new immigrants vs. first/second generation immigrants vs. recent high-school graduates. What sort of investments are needed for training for entry level "white collar" jobs vs. "blue collar" jobs and how can we change the narrative?

Does the philanthropic world change the narrative or the community-based organizations?

## **Instructional Strategies for Middle-level Learners**

Lead Presenter: Susan McKee

Co-Presenter(s): Clint Massey

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Yucatan 1

About 59% of adult education students function between 4th and 9th grade. In order to have efficient success with these "middle-level" learners, programs need systems and methods designed specifically for these students. These learners (4th-9th) require a special strategy. Each student requires an effective individualized approach for their specific academic and emotional needs. Instructional systems in the middle levels can impact long-term success by ensuring fluency of basic skills competencies before advancement, developing independence and confidence, and by incorporating time into instruction and assessment. Join this session to explore methods and curricula from Pace Learning Systems designed specifically for the middle-level learner since 1977.

## **Add in Customization for Your Classroom with Google Add-ons**

Lead Presenter: Tara Kenjockety

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Yucatan 3

Learn how Google can help you improve the structure and delivery of education through technology. Get an overview of some of the Google apps that can help you to integrate technology and workforce training into your adult education classroom, and get an introduction to how add-ons can help customize your Google experience with your students from classroom management to lesson delivery.

## **Teaching to the Edges: Using Technology to reach and teach all adult learners!**

Lead Presenter: Tiffany Hicks

Co-Presenter(s): Erin Sutch

Session 10, Wednesday, April 5th 11:15am-12:30pm, Room: Cancun

One Size truly does not fit all! With classrooms becoming more and more diverse, how can we truly “teach to the edges” and reach all learners, including ELLs, RtI, SPED, G/T, and much more? Learn how to personalize learning and customize online content to truly allow you to reach every student and “teach to the edges”! This session will focus on proficiency-based learning, career infusion, college and career readiness standards, and leveraging technology to teach to every student in every instructional setting. Come learn about Odysseyware's core academic content, as well as extensive CTE and Test Prep (GED, HiSET, and TASC) offerings to support adult ed learners.

## **The Magic of Service Learning: Exploring the Academic, Social, and Personal Impact on Adult Literacy Students**

Lead Presenter: Carmine Stewart

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Coronado B

Motivating adult learners and helping them retain learning are two big challenges that adult literacy instructors face. In this session participants will examine how engaging adult literacy students in grassroots service learning projects can improve student motivation, increase the relevance and retention of literacy learning, support college and career readiness, and serve the greater community.

## **Open Dialog on What to Teach in the GED Classroom (Math Edition)**

Lead Presenter: Cheyenne Tuller

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Coronado D

We've recently re-designed our GED math curriculum. Have you? Let's share ideas. Together we can design the best math curriculum to help students pass the GED test. Our new math curriculum has helped more students graduate more quickly (with less stress!). With our presentation you should be able to finally answer the question: “What's the fastest way to pass the GED math test?” Online access to our materials will be shared with participants.

## **Teaching Argumentative Writing**

Lead Presenter: Chris Rauscher

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Fiesta 10

Argumentative writing is an important skill that can seem intimidating to adult learners. This session focuses on ways to support adult learners to develop this skill. Ways to help adult learners become familiar with the basic components of an evidence-based argumentative essay will be a focus.

## **Texts Worth Reading: The Power of Historical, Non-Fiction for Integrated, Cluster-based HSE Instruction**

Lead Presenter: Heather Cox

Co-Presenter(s): Jo Allison Scott

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Fiesta 4

Are you daunted by the multiplicity of content when preparing students in HSE programming? Historical, non-fiction texts make it possible to not only integrate HSE subject matter but also to incorporate meaningful career exploration and post-secondary transition discussions. Research has shown that nonfiction texts: increase student engagement, immerse students in rich social science content, encourage reading-based inquiry, and illuminate difficult scientific concepts. In this session, participants will receive a sample lesson plan and learn how two instructors utilized historical, non-fiction texts in their Bridge to College and Career programming to create units of instruction in both health and trades clusters.

## **Can You Teach Critical Thinking?**

Lead Presenter: Kimberly Glenn

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Coronado G

Critical thinking continuously comes up as a 21st Century, college and career ready skill that students are expected to have. As educators, the topic of critical thinking is somewhat illusive and confusing. What is critical thinking anyway? What does it look like? Is it a skill? A set of skills? A process? Can you even teach it? This workshop explores this topic and by modeling instructional methods that promote critical thinking, educators can begin to formulate foundational knowledge on the topic and how it can be organically integrated into existing curriculum in any subject matter. Put your thinking caps on for this workshop!

## **Perseverance and Sense-Making in Mathematical Problem-Solving: What Student Thinking Can Teach Us**

Lead Presenter: Mark Trushkowsky

Co-Presenter(s): Eric Appleton

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Baja

At the heart of every great math class, there is a great math problem. Our students need to develop perseverance & sense-making in problem-solving, which means they need to struggle. But how do teachers support that struggle and make sure it's productive? In this workshop, members of CUNY's PD Team will (1) model a pedagogy of teaching math through problem-solving, (2) facilitate an analysis of students' work on the same problem and (3) introduce participants to a new online resource to support this work further, MathMemos. MathMemos offers a way to enter into the classrooms of our peers and the minds of adult numeracy students. Math teachers will find rich math problems, samples of student work, and practical suggestions for bringing the problems to life in the classroom.

## **Community-based Trainings**

Lead Presenter: Mary Jeneverre Schultz

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Coronado N

Nearly half of Americans admit that they are living paycheck to paycheck, blaming credit card debt, employment struggles and high mortgage/rent payments, according to an annual survey conducted by the National Endowment for Financial Education. How do educators, counselors and administrators working in the adult-learners' communities help with those struggling with these issues? This session guides nonprofit organizations, community groups, educational organizations, and government entities in creating a sustainable financial capability program that is tailored to their respective audience. Seven Models of Community Financial Education will be presented during this session. The people attending this workshop are working to strengthen their communities by helping their clients achieve financial stability.

Their clients need help with financial capabilities such as budgeting, saving, and understanding credit, so their organization has decided to provide financial education programming. Workshop participants attend to learn how to create or enhance this programming by seeing a demonstration as well as learning about the National Endowment for Financial Education, which offers free, non-commercial resources.

## **Static to Dynamic Mathematics Instruction for ABE/ASE**

Lead Presenter: Michael Matos

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Coronado F

Workshop introduces motivating activities preparing students for HSE math questions, work related, and real world situations and demands. Participants and their students are rewarded with lessons that actively engage, explore, explain, elaborate, and evaluate. Examples in lesson planning, activity creation and delivery for the ABE/ASE math interactive classroom will be shared. Well-planned, multi-sensory activities develop skills needed for classroom and career math needs. Hands-on realia items, games, hard-copies and computer-based interactions will create a harmonious balance for instruction and will all be shared with practice examples throughout. We'll nurture discoveries, processes, and concepts that have been learned through written, verbal, and creative projects in math instruction.

## **Filling in the Gaps Between the CCR Math Standards and Adult Educators**

Lead Presenter: William Walker

Co-Presenter(s): Denise Hill

Session 11, Wednesday, April 5th 3:00pm-4:15pm, Room: Fiesta 3

Many Adult Ed instructors of today fall into a gap brought on by the use of Career and College Readiness based math standards. None of us learned these methods when we were in school and the vast majority of adult educators have not been trained on them. In this workshop we will focus on many cross topic skills that teachers and students will find extremely handy. These skills are a good fit for classroom instruction because they are not complicated but are important for students to know and use. We will also highlight skills that should be in every math instructor's unit plan. So stop by and learn how to boost your instruction from good to great, how to "teach smarter, not harder". Most of all learn how students can be each other's (and your!) resource within the classroom.