Action Research: Bigger Teacher Development, Better Student Learning

Vicki Towne

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Trinity 4, Level 3

This is an interactive professional development workshop. Participants form a community of inquiry to identify potential focus areas in their online or face-to-face classrooms related to student learning and teacher development. They roll up their sleeves to develop formative assessment learning activities that provide measurable, observable data about their focus area. They collaborate to develop practical plans for data collection, organization, analysis, and sharing. They leave with an action research plan for implementation back home.

Bigger and Better Strategies for Integrating Standards in ABE and ESL Instruction

DeAnna Coon, Miriam Burt

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Trinity 5, Level 3

Instructors need to help their adult learners acquire the language skills, content knowledge, and cultural information required to succeed in GED and post-secondary instruction. Inherent in this task is the ability to integrate the College and Career Readiness Standards into all ABE, ESL, and GED instruction. To enable adult educators to develop these skills, CAL staff will deliver a full-day interactive workshop that provides fundamental information on the content of the College and Career Readiness Standards. Opportunities and challenges involved in providing standards-based instruction to adult learners, both native and non-native English speakers, will be explored. The presenters will demonstrate strategies for helping learners develop the academic language, content knowledge, and cultural information needed to pass the GED, enroll in post-secondary education, or access career pathways. The nature of differentiated instruction will be discussed.

Enriching Students' Mathematical Understanding with the Adult Numeracy Network

Connie Rivera, Sally Waldron, Concepcion "Como" Molina

<u>Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom D1, Level 1</u>

The Adult Numeracy Network is the professional organization of adult educators, researchers, and professional developers who are dedicated to quality math instruction for adult learners. Our national community gathers every year for a full day of active learning from each other and from our experienced presenters. Join us as we explore research-based mathematics instruction that will enrich our students' mathematical understanding. New to working with adult numeracy and mathematics? Looking for inspiration to refresh your experienced practice? Practitioners at any experience level are welcome to join us.

Implementing Change in Adult Education: Transforming a State's Adult Education System to Meet the College and Career Readiness Needs of Today's Learners Using Innovative Research-proven Strategies of Proficiency-based Teaching, Learning and Assessment (PBTLA)

Donna Chambers, Nancy Labonte, Kathy Curran

<u>Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom D2, Level 1</u>

As a way to comply with WIOA and implement the College and Career Readiness Standards, RI adult education leadership asked the following questions: 1) How can we apply effective instructional strategies of PBTLA to achieve mastery of College and Career Readiness Standards and what does that look like? 2) how can we modify our policies and practices to incorporate proficiency-based teaching, learning, and assessment instructional strategies and what does that look like? The result is an intensive three-year project to create an adult education system of teaching and learning that brings students at different levels to achieve mastery. This full-day workshop focuses on learning and instructional strategies and examines the transformational change from the perspective of the state, local agency, teacher and student. It will inform the thinking behind the planning and design to create this innovative system.

Innovation in ABE: Aligning and Redesigning Services to Maximize Student and Program Success

Jeffrey Fantine, Meryl Becker Prezocki, Laura Weisel, Margaret Patterson

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom D3, Level 1

Education in the U.S. is broken at all levels and fixing it is the national challenge of our era. We have known for a long time that we have serious challenges in adult education. Too many students are stopping out or failing to achieve their goals. This all-day preconference session will offer a case study of one state's successful initiative, Align & Redesign. Beginning with a subtle, but dramatic shift from focusing on teaching to hosting learning and, administratively, from management and compliance to leading innovation. Align & Redesign takes the best of educational and training research, systems thinking, and innovation theory, and puts these abstract concepts it into practice in the classroom—delivering a proven track record of results. Learn how your state or program can benefit from the components and tools in the Align & Redesign Initiative to dramatically shift your services, create a new infrastructure for service delivery, and lead toward your success in 2016 and beyond.

NAEPDC-Workforce Innovation and Opportunities Act (WIOA)

Lennox McLendon

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom A1, Level 1

The Workforce Innovation and Opportunities Act (WIOA) has presented us all with challenges and opportunities. This session is an opportunity for state staff to learn different strategies used in other states to ensure WIOA requirements are met. Participants will have an understanding of how states are addressing the areas of Integrated Education and Training, Workforce Preparation, and the provision of services to low-level learners under WIOA. Participants will be provided with resources that will help them to understand the specific WIOA requirements in these areas as well as concrete example of resources that can be used in development.

Picking up the Gauntlet for Professional Development

Federico Salas-Isnardi, Cynthia Campbell

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom A2, Level 1

The Association of Adult Literacy Professional Developers (AALPD) responds to the "Throwing Down the Gauntlet for Professional Development" challenge issued by Johan Uvin, Acting Assistant Secretary of Education, OCTAE, and Gail Spangenberg, President, National Council for Adult Learning in their September 24, 2015 blog post (http://sites.ed.gov/octae/2015/09/24/throwing-down-the-gauntlet-for-pd/). In it, the authors ask us to "...rethink and restructure recruitment, training, and program staffing and benefits so that more of the current workforce is motivated to remain in the field and so that young professionals are inspired to enter Adult Education as a respected and fully professional career goal." The blog sets six priorities that include defining an effective adult education teacher, identifying best practices and approaches in professional development, building professional development explicitly into adult education planning, and improving data collection for professional development.

WIOA and Career Pathways: Making an Action Plan

Michelle Carson, Libby Livings-Eassa

Full Day Preconference, Sunday, April 10 8:30am-3:30pm, Dallas Ballroom A3, Level 1

With an effective date of July 1 just around the corner, are you feeling the pressure with WIOA implementation? Designed to help practitioners assess the current landscape at the local or state level, this one-day institute will optimize the meaningful, professional learning experience for participants while also assisting them in determining what other conference sessions will maximize that experience. Delivered primarily in an interactive format with hands-on activities, table talk, and application of practice via a participant self-assessment. The workshop is built around a systems needs assessment that participants will be guided to complete. Using the assessment results, participants will then identify next steps and professional development options to support both their conference session plan as well as a three-step strategic plan for building capacity in their individual programs, institutions, local systems, and/or state systems.

Crossing Borders: Using Cross-Content Project-Based Curriculum to Meet Students' HSE Needs

Heather Indelicato

<u>Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 8, Level 4</u>

With the introduction of the College and Career Readiness Standards (CCRS), the changes to the high school equivalency (HSE) exams, and the increases in employer expectations, students' needs are changing, but it's not realistic to offer separate curriculum for each individual's unique needs. Nor is it possible to build an entirely different program for each pathway. However, through project-based learning, more of those needs can be met more consistently and more realistically. Participants will explore a cross-content unit plan addressing reading language arts, science, and social studies content. Strategies for multilevel and drop-in settings will be shared. Practitioners will also be guided/supported in developing additional and/or adapting teaching plans that are specific to their students' needs and share developed plans with other practitioners. Leave with at least two cross-content unit plans and suggested resources for continuing to prepare students in an integrated way.

Developing Mobile-Friendly Content for Adult Education

Nell Eckersley

<u>Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 1, Level 4</u>

WIOA references the Museum and Library Services Act of 2010, which defines digital literacy as "the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information." According to a Pew Internet and Family life study, as of May 2013, 63% of adult cell owners use their phones to go online and 34% of cell internet users go online mostly using their phones, and not using some other device such as a desktop or laptop computer. If our students are already using mobile devices why not provide opportunities for our students to develop and practice their digital literacy skills? In this session learn how to develop and share your own content so that it is mobile friendly and available to your students inside and outside the classroom using Weebly, Poll Everywhere, Vocaroo, Google Forms and QR Codes. Participants should bring a laptop or tablet for hands-on experience.

How to Revolutionize Student Engagement, Retention, and Performance—Now!

Mark Perna

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 5, Level 4

Join dynamic education expert Mark C. Perna as he unveils the groundbreaking innovations and strategies that are changing the game for education nationwide. You'll discover Education with Purpose™, a revolutionary philosophy to maximize enrollment, retention, and performance. You'll be energized with key generational insights on today's learners, how they make decisions, and how to connect your courses with their goals. And you'll encounter the proven Light at the End of the Tunnel strategy to help keep students from all backgrounds engaged and enthusiastic about their studies. In addition, you'll experience the inspiring Career Tree™ model that colleges and schools across the nation are implementing with truly outstanding results. The Career Tree™ is a powerful strategy and classroom tool to demolish stigmas, generate ongoing student dialogue, and reinvent the way we communicate to students, parents, legislators, and stakeholders.

Impact Teaching

Carl Olson

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 2, Level 4

Good teaching produces effective outcomes, requiring the teacher to have knowledge of the subject matter. To be effective, that material must be presented using methods that acknowledge and respect all learning styles and levels of attention. "Tell me and I will forget; show me and I may remember; involve me and I will understand." In this workshop participants will be exposed to the value of using experiential learning methods to enhance personal connections and inspire cooperation from all of the publics in the counselor domain. Get ready to leave this workshop with practical ideas that can be implemented with ease. It will be fast-paced, hands-on, inspirational, and user-friendly.

Learning in the Cloud: Teaching Digital Literacy to ABE/ESL Learners for Successful College and Career Transitions

Sandra Echols, Brook Stowe

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 6, Level 4

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. The Association of College and Research Libraries (ACRL) Framework for Information Literacy in Higher Education concepts can be modified to use in the ABE/ESL classroom. For example, instructors will be able to teach learners how to distinguish reliable from unreliable online information, and they should become aware of the ways in which civic participation may differ in online and offline contexts. This pre-conference will employ facilitated instruction along with hands-on activities to introduce the concepts and demonstrate lesson planning ideas to utilize in the classroom and beyond.

Making Mathematical Thinking Processes Visible

Bonnie Goonen, Susan Pittman

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, San Antonio Ballroom B, Level 3

The Mathematical Reasoning section of the GED® test challenges both students and teachers to think differently and more deeply about mathematics. The emphasis in math is no longer on computational skills but on using quantitative and algebraic mathematical thinking to solve real-world problems. This half-day workshop will actively engage participants in structuring lessons for their students in which mathematical thinking processes will be made explicit and visible for students. Participants will explore ways of using these explicit processes to increase the skill and confidence of their students in practical problem-solving activities.

No Right or Wrong...Only Progression

Telly Mikel

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 3, Level 4

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 effect our personal lives flowing into the classrooms we navigate daily.

Understanding and Effectively Working with Adult Learners—What You Need to Know!

Don Finn

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, San Antonio Ballroom A, Level 3

Adults come in all shapes and sizes with various experiences and backgrounds. Despite this, there are underlying best practices that undergird effective adult education programs. This session will present 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 practice and the impact their methods have on their learners. Special attention will be placed on discussing adult education principles and theories and their integration into classroom and program practice.

Updating the NCTN Transition Student Portfolio

Cynthia Zafft

Half Day AM Preconference, Sunday, April 10 8:30am-11:30am, Cityview 7, Level 4

Each adult learner has somewhat different postsecondary education goals and preparation needs, even those in the same transition and career pathway. How can you support each of your adult learners in identifying and completing what they need to do to be truly ready and successful in postsecondary education? How can you help them capitalize on their strengths, fill gaps based on their goals, stay organized, and make steady progress? What tools do you and your students have at your fingertips that can make a difference? The National College Transition Network (NCTN) has updated its Transition Student Portfolio Promising Practice to reflect a decade of experience. Using the NCTN's four-part "adult readiness" model, the "new" Transition Student Portfolio addresses academic, career, personal, and college readiness using open education resources (OER) that are available to everyone. Participants are encouraged to bring their own devices if they wish. Participants interested in physical portfolios are welcome, too!

Bigger and Better: A New LiveBinder of Free Technology Tools

Mary Gaston

Half Day PM Preconference, Sunday, April 10 12:30pm-3:30pm, Cityview 8, Level 4

Learn about free but valuable technology tools that will help energize your GED/high school equivalency classroom and enhance your instruction. Engaging tools and resources from the four major content areas will be shared. Participants are encouraged to bring their own devices to increase the level of fun and energy! The presenter attends the national ISTE conference each year in order to find the most up-to-date and relevant tools for the adult education classroom. Participants will leave with a link to an updated "Livebinder" that is bigger and better than before, and is full of free tools and resources that can be accessed anytime, anywhere with an internet connection.

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

Don Finn

Half Day PM Preconference, Sunday, April 10 12:30pm-3:30pm, San Antonio Ballroom A, Level 3

Adult educators are increasingly challenged to develop critical thinking skills in their learners. Adult education programs place great emphasis on developing life, workplace, and continuing education 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 workshop provides hands-on opportunities for participants to compare and combine the most widely accepted adult education practices/concepts (such as andragogy, critical reflection, self-directed learning, and self efficacy) with the principles presented by Ambrose, et al., in their 2010 book How Learning Works: 7 Research-Based Principles for Smart Teaching.

Data Can Be Fun! Utilizing Technology to Engage, Assess and Differentiate

Kristy Stoesz

Half Day PM Preconference, Sunday, April 10 12:30pm-3:30pm, Cityview 2, Level 4

During this interactive workshop, participants get hands-on experience using six free and easy to use technologies to formatively assess students. Learn to utilize these tools within the formative assessment cycle to engage students and gain rapid insight into understanding to help inform data-driven decision-making and differentiated instruction. Participants will have the opportunity to apply what they have learned to their context through a guided technology integration planning exercise. All attendees will leave the workshop with a lesson plan they are able to implement in their classrooms, as well as, practical ideas, tips for troubleshooting and resources for implementing technology-based formative assessments.

Libraries and Literacy Are Synonymous: Let's Talk About the Workforce Innovation Opportunity Act (WIOA) and Its Impact on Libraries, Adult Education, and Workforce Development Programs Creating Vital Partnerships

Sandra Echols

<u>Half Day PM Preconference, Sunday, April 10 12:30pm-3:30pm, Cityview 6, Level 4</u>

Education and lifelong learning are the keys to opportunity for individuals and communities at large. The enactment of the Workforce Innovation Opportunity Act (WIOA) has reauthorized educational and workforce development policies. In the next couple of years, WIOA will require a shift in the delivery of adult education literacy instruction and workforce development. Libraries are at the cornerstone of this legislative and are among the most accessible institutions both public and academic libraries reach all populations. Thus, the outreach capabilities that libraries bring to the table make them a crucial partner to assist with the implementation of WIOA core principles. This workshop will provide attendees with the tools to create a sustainable partnership with both pubic libraries and community colleges libraries. Through strong partnerships attendees will be able to accelerate learning and distribute skills and knowledge; and can add depth and breadth the community using legislative set forth under WIOA.

Using the GED® Test's High Impact Indicators to Drive Instruction

Bonnie Goonen, Susan Pittman

<u>Half Day PM Preconference, Sunday, April 10 12:30pm-3:30pm, San Antonio Ballroom B, Level 3</u>

In 2015, the GED Testing Service released a powerful set of assessment indicators that can be used to drive improved student skills and performance. These "high impact" indicators focus on practical skills that cut across the content areas and are sometimes overlooked, but lend themselves to direct instruction. Participants will learn the details of these indicators and understand how achievement of these skills can be recognized in student work. Through a series of activities, participants will explore concrete ways in which these indicators can be used to drive instruction leading to improved student skill levels.

A New Research Partnership: Career Pathways and Adult Basic Education in High-Need Cities

Esther Prins, Mark Needle, Sheri Suarez Foreman, Becky Raymond

Session 1, Monday, April 11 10:45am-12:00pm, Cityview 6, Level 4

Career pathways has become a popular buzzword, but we know little about how adult basic education providers in large cities are integrating career pathways components into their services, how their programs are designed, who they serve, what kinds of outcomes they are achieving, and how they measure these outcomes. This presentation will describe the goals and strategies of a new Institute of Education Sciences project, "Career Pathways Programming for Lower-Skilled Adults and Immigrants," and present preliminary findings from our survey of providers in Chicago, Houston, and Miami.

A Repository of Materials for Spanish High Equivalency Exams

Lizelena Iglesias

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 8, Level 37

Finding authentic and useful materials could be a daunting task for instructors teaching for the high equivalency exams in Spanish. The new exams brought about shifts in instruction and perhaps one of the most challenging tasks for instructors teaching in Spanish is to find, translate, or create materials to provide meaningful and engaging activities to our Spanish speaking population. During this workshop participants will have the opportunity to explore ready to use materials for our Spanish speaking students.

ABLE Interactive Tutorials—A Professional Development Model that Works with Practitioners' Needs

Heather Indelicato

Session 1, Monday, April 11 10:45am-12:00pm, State Room 3, Level 3

Do your practitioners struggle to find professional development opportunities that fit their limited and/or busy schedule? After participating in a training opportunity, have your practitioners ever wished they could return to a specific portion of the presentation right when it was needed? Would you like to offer specific training resources to practitioners according to their individual needs and goals? Self-paced interactive tutorials may be the answer. In this workshop, the presenter will share a method for creating and offering professional development to practitioners anytime, anywhere. See how well this method has worked for Minnesota practitioners and explore how it might be useful for you.

Adapting the Charlotte Danielson Framework for Teaching to Adult Basic Education—Creating a Standards-Informed Culture of Learning Through Collaboration, Evaluation, and Professional Development

Paul Enestvedt, Erin Head, Mara Martinson

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 2, Level 37

A manager and instructional coaches from Minneapolis Public Schools Adult Education Program present the professional development models that support their school district's teacher evaluation model based on the Danielson Framework for Teaching. We will share and discuss the adoption of the teacher evaluation model, adaptations that enhance feedback for ABE teachers, professional development models and practices that support it, and effects four years after adoption.

Beyond ABE: Mapping Immigrants in Community Colleges, Career Trajectories, and Economic Impact

Denzil Mohammed, Joshua Tuttle

Session 1, Monday, April 11 10:45am-12:00pm, Houston Ballroom C, Level 3

What happens to those ABE students who move on to community colleges? What are their characteristics? Where do they end up? What line of study do they pursue? What fields of industry are most in demand for them? How does this impact their economic standing and that of their families and communities? What really is the impact of a community college degree on their lives? First-of-its-kind data will map populations of immigrant students in community colleges at the national, state and county levels. It will identify key characteristics including countries of origin, length of residency in the U.S., employment status, income categories, race or ethnicity, and degree fields. It will also show the career trajectories of foreign-born graduates and their local economic impact.

Career Pathways Strategies for Small, Rural Programs and Low-Level Learners

Jeff Fantine

Session 1, Monday, April 11 10:45am-12:00pm, Cityview 7, Level 4

There is a lot of emphasis in our field these days on career pathways, especially with the passing of WIOA; however, many of the career pathways models, resources, and information that we are inundated with, are not necessarily appropriate for small, rural programs and lower-level learners, which is the context of a majority of our services and nature of our programs across the country. This session will highlight career pathways strategies that accommodate lower-level learners and are feasible for small, rural programs. It will be an interactive session and participants will leave the session with strategies and resources they can immediately apply in their programs and classrooms.

Closing the Loop: Increasing Educational Gains While Significantly Advancing Students' Foundational Skills

Stephanie Stewart-Reese, Nicole Kelsheimer

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 7, Level 37

HSE Foundations is a bridge course developed in response to data showing that many students were exiting the program shortly after completing our Student Success Seminar (SSS). Anecdotal evidence for their leaving included students reporting feeling as though there were no clear program plan and feeling lost upon entering classes that were already in progress. Additionally, CBP instructors faced the difficulty of working to shore up the knowledge and skills of incoming students while simultaneously providing stimulating lessons for existing students in order for them to continue progressing. After piloting HSE Foundations at one location in 2014-2015, a refined version was implemented at all program locations in August 2015. The initial outcomes are a great improvement from past years' data, and student retention has increased since the implementation of the course.

Connect, Communicate, Collaborate! A Discussion of Big Ideas in Family Literacy

Tracy Noles, Patricia Lovett, Donna Elder, Josh Cramer

Session 1, Monday, April 11 10:45am-12:00pm, Remington Room, Level 4

Calling all Family Literacy practitioners! Please join us for a roundtable discussion of big ideas in the field of family literacy including innovative ways to engage families in the community, workforce readiness opportunities within the family literacy context, component integration, family mentoring, and high-quality, research-based resources you can use with parents and children to enhance programming. This session will provide participants with an open forum to connect and learn from one another. Come prepared to discuss your program's successes, opportunities, innovations, and challenges. Through information exchange, participants will gain new insights while session facilitators will offer guided discussions on four key ideas chosen by participants. Come prepared to meet new people, network with colleagues, learn from one another, and leave with fresh ideas, resources, and content material to develop your current family literacy programming into the Biggest and Best it can be!

Connecting Collaborative Classroom Language and Workplace Soft Skills

Donna Price

Session 1, Monday, April 11 10:45am-12:00pm, State Room 1, Level 3

What is the connection between academic classroom collaboration and workplace soft skills? After providing an overview of research, the presenter will demonstrate activities for beginning to-advanced ESL that connect collaboration in the classroom and workplace soft skills. By the end of this workshop, participants will be able to identify five activities to connect collaboration at school and work.

Creating Flexible Coursework Combining HSE and Focal Material Supporting Workforce and College Readiness

David Disko

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 6, Level 37

Using the expanded PLE interface we will work through several examples of how to easily customize basic and intermediate courses then combine that material with focal elective material to produce robust lessons that provide basic learning support along with exposure to material beyond high school level courses.

Effective Thinking for Lifelong Learning and Growing

Edward Burger

Session 1, Monday, April 11 10:45am-12:00pm, Trinity 2, Level 3

This session will focus on practices of mind that allow us to understand more deeply and think more effectively. These habits can be applied to any subject or situation and can allow us to get more out of our ongoing education as well as our lives.

Expedite Successful Results on the High School Equivalency Exam

Christy Williams

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 4, Level 37

Is it possible to provide "just right" assignments for your adult learners without sacrificing instructional time? Can you differentiate based on the various academic levels and skills of your adult learners without slowing progress? YES. Join us and learn how to leverage technology to create and deliver assignments to your adult learners without sacrificing invaluable instructional time with them. It is possible to expedite results without sacrificing your instructional quality. We've been doing it for over twenty years. We're here to help.

Facilitating Group Instruction in the Adult Learner Classroom

Angela Pina

Session 1, Monday, April 11 10:45am-12:00pm, San Antonio Ballroom B, Level 3

This presentation is designed to encourage instructors to utilize more cooperative group instruction in order to improve test scores, create meaningful connections between the instructor and student, and improve student engagement. Instructors will also gain knowledge of ways to make classrooms more student-centered and completion-focused while maintaining high expectations. Students in classrooms that are designed for success can expect to be accountable for their performance and achievement.

Focusing on the Individual: Impact on Successful Job Placement

Denise Kranhold, Russell Klein

Session 1, Monday, April 11 10:45am-12:00pm, Majestic 5, Level 37

Throughout our collective experience in preparing clients for job search and job placement more often than not clients do not know what their own strengths are and what kinds of jobs would fit them best. We will be sharing our experience and discussing best practices on instilling confidence in clients and their capabilities and how that affects their choices and future job placement.

Fractions: Let's Not Just Memorize Procedures

Donna Curry

Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom A2, Level 1

In order to align teaching to the College and Career Readiness Standards for Adults, teachers need to pay attention to the structure of fractions. They also need to integrate basic number properties throughout their teaching of fractions. Fraction operations need to be developed conceptually before algorithms are taught. In this workshop, we will explore strategies to develop fraction understanding using visual models and number properties, then linking them to some of the standard algorithms. We will focus participants' attention on: 1) the meaning (models) of the operation. We will explore the different meanings of subtraction, ways to think of division, and the interconnectedness of all four operations; 2) the act of estimating and using mental math strategies. Some of the laws of arithmetic, or number properties, are examined as participants look at different ways to estimate with fractions. Participants will engage in activities that they can immediately take back to the classroom and use with students at all levels.

High Tech, Low Tech, No Tech: Incorporating Technology in Corrections Classrooms

Amanda Dawahare, Tonya Crum

<u>Session 1, Monday, April 11 10:45am-12:00pm, Cityview 1, Level 4</u>

This session covers how to use PBS LearningMedia, a free multimedia resource for educators, in a correctional setting. We will discuss all levels of technology used in the classroom, from no access to full access. Find ways to bring engaging and effective multimedia resources into your facility. Video and interactive resources can improve student understanding, engagement, and performance. These resources can also reach learners at many different ability levels. With thousands of downloadable and printable files, PBS LearningMedia can provide your classroom with these benefits. Technology is becoming a valuable tool for educators in the corrections field, and this session will help you take the next step in integrating it into your work.

Homework That Works! Creating Learner Autonomy

Judy Trupin

<u>Session 1, Monday, April 11 10:45am-12:00pm, Majestic 1, Level 37</u>

Many adult English language learners receive six or fewer hours of instruction weekly. Yet research shows that more time is needed to achieve fluency. Drawing on experience with her own classes, the presenter will provide participants with insights into creating effective homework activities and projects that promote learner autonomy and augment classroom instruction. A variety of activities including the use of a homework blog, study partner logs, and the concept of four-skills homework will be provided.

How to Teach Soft Skills in Basic Education

Susan McKee, Ph. D., Clint Massey

Session 1, Monday, April 11 10:45am-12:00pm, Houston Ballroom B, Level 3

Employers have consistently expressed a need for skilled worker populations who can fill tomorrow's entry-level jobs—those workers with not only "college and career ready" academic skills but also specific soft skills. Employer surveys suggest soft skills are just as important as technical skills and academic credentials in entry-level employment and long-term success. In fact, recent research suggests that around 85% of "job success" comes from an individual's soft skills and people skills. Only 15% of job success is attributed to technical skills or knowledge generally thought of as "hard skills". (National Soft Skills Association, 2015). This workshop will discuss tips and strategies for soft skills development through practices designed to apply to a wide variety of adult education classrooms, with a wide variety of student populations at varying ages. Workshop attendees will also have the opportunity to explore Pace Learning Systems' new Life Skills 25 curriculum.

How to Use the COABE App

Nell Eckersley, Hector Martinez

Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom D2, Level 1

We will review the basics of using the COABE app. This is the perfect session for those of you feeling a little nervous about using the app or who have questions on how to do specific things. Learn how to download the app or access the HTML 5 version of the app, and how to set up your profile, add events to your agenda, evaluate sessions, share photos, post comments to the feed, connect with other app users, and continue to use the app even after the conference.

Innovating Service Delivery: A New Paradigm for ABE

Laura Weisel

Session 1, Monday, April 11 10:45am-12:00pm, Trinity 4, Level 3

Evidence-based practices offer an innovative paradigm for delivering ABE in a workforce development, career pathway context. What is innovation and how would an innovative paradigm look to position adult education as a powerful player in creating WIOA partnerships? How could these innovations reframe all of adult learning, promote the skills needed to become a successful employee and/or a college completer, and build students who know how to work and learn? Learn from states and programs that have piloted these new innovations and view their dramatic increases in both persistence and learning outcomes!

Innovations in Student Engagement and Retention Through Technology

Carrie Tupa, Anson Green

Session 1, Monday, April 11 10:45am-12:00pm, Cityview 8, Level 4

Texas has the goal of having 20,000 students in career pathway programs by 2020, but without the right support mechanisms in place to get customers to this point, this goal can't become a reality. To achieve these goals, Texas has maximized its resources to provide better opportunities for engagement of its adult education customers. Over the next year, Texas will be implementing two statewide initiatives. The first is a distance learning call center to provide distance learning students just-in-time support in mathematics. The second of these initiatives is an early alert student success system to support programs in student engagement, retention and connection to supportive services. Texas will build on expertise learned from its Workforce Solutions one-stop centers and engaged community college network for this system, providing students with just-in-time support and connection to resources, keeping them on track to achieve their goals.

Making the Case for Math in an Adult ELL Program

Kristy Stoesz, Laurel Anderson

Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom A3, Level 1

The PIAAC report (OECD, 2013) confirmed that numeracy skills are critical for success in the workplace, education, and life. However, numeracy often receives less attention than literacy. Presenters discuss techniques for raising awareness in both teachers and students, and building enthusiasm for math. Participants receive activities to try in their own program.

Math for the Multilevel Classroom: Focus on Unit Measurement

Amy Vickers

Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom A1, Level 1

A close look at the College and Career Readiness Mathematics Standards for adult education will uncover concepts, procedures, and applications that span all levels (A-E). How can an understanding of unit measurement help a higher-level math student? What does it have to do with algebra? In this session we'll explore unit measurement by working through a lesson that incorporates key concepts and procedures that are essential for beginning through high school equivalency level learners. We'll work with vocabulary, discussion questions, hands-on activities, and differentiated activities that you'll be able to take home and try in your own context.

Nobody Writes Letters Anymore! An ESL Writing Exchange Project

Clarena Larrotta, Angi Mudd

Session 1, Monday, April 11 10:45am-12:00pm, San Antonio Ballroom A, Level 3

Utilizing a teacher-researcher approach, this study describes a letter exchange project between 24 adult English as a second language (ESL) learners registered in ESL level II at a community-based program and 10 university graduate students enrolled in an applied linguistics course. The later served as native like/more experienced English language users. The project lasted eight weeks and consisted of writing letters back and forth weekly. The main goal was to provide adult ESL learners with an opportunity to practice meaningful writing to support ESL literacy development. Conference attendees can expect sample letters written by the ESL learners, a discussion of relevant practices teaching writing in community-based programs, recommendations for practice, classroom resources, and steps for implementation.

Not So Scary: Practical Ways for Adult Educators to Engage in Advocacy

Amanda Bergson-Shilcock, Ashley Shaw

Session 1, Monday, April 11 10:45am-12:00pm, Houston Ballroom A, Level 3

Adult educators have a lot to add to policy conversations, but it can be hard to figure out the best use for your scarce time. In this session, get a practical overview of the policy landscape, and numerous examples of how adult educators can weigh in on these important discussions. Want to learn how others have succeeded in changing a policy that stymies learners or building a coalition to win new state funding? Find out!

Overcoming the Adverse Emotions Often Associated with Learning

Patricia Holt

Session 1, Monday, April 11 10:45am-12:00pm, State Room 2, Level 3

This presentation is based on a research study designed to determine coping mechanisms currently facilitated by adult students with feelings of learning inadequacies and nonsupportive families. Research participants self-identified as feeling that other students were more intelligent than themselves or having someone who did not support their educational activities. Since they are continuing their studies they are able to successfully cope with these negative influences. Study results will be shared along with strategies found helpful in the classroom.

Professional Development: Practitioner Perspectives

Mary Helen Martinez, Ysabel Ramirez, Patricia Hernandez, Dr. Emily Miller Payne

Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom D3, Level 1

Professional development (PD) is of great importance to developmental education (DE) as well as adult education literacy (AEL) since most instructors enter the field without instructional training prior to entering the classroom. When developmental and adult education literacy educators are given a choice about PD topics and delivery systems which best match their needs, what do they select and why? Are instructors informed about which topics may have the most impact on their effectiveness in the classroom and on student performance? With minimal extant developmental and adult education literacy research on PD, the identification of characteristics of effective PD and the role that PD may play in improving instruction has not been fully understood. In particular, with state mandates of embedding essential work skills into content instruction, what impact is that having on professional development?

Publishing in the COABE Journal

Amy Rose

Session 1, Monday, April 11 10:45am-12:00pm, Cityview 4, Level 4

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 and ideas with the editors.

Reading, Writing, and Relationships

Carrie Stell

<u>Session 1, Monday, April 11 10:45am-12:00pm, Cityview 2, Level 4</u>

Reading, 'Riting, and 'Rithmetic—the three R's—are the traditional building blocks for education. Instruction for life, however, requires additional attention to a fourth R: Relationships. 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. Instructors can model for their adult students how to apply their critical thinking and reading skills as they read aloud; instructors can then lead the class to focus on what makes relationships thriving or dysfunctional. Adult students can reflect and respond in writing to what they have been reading and discussing in class (their written responses do not have to be shared with the instructor unless the students want to). Many texts will be recommended and writing prompts suggested which are bound to result in meaningful discussions in the adult education classroom.

Scoring Constructed Responses on the GED® Test

Daphne Atkinson, Debi Faucette

<u>Session 1, Monday, April 11 10:45am-12:00pm, Trinity 3, Level 3</u>

The GED® test includes four opportunities for test-takers to write their own responses to prompts. These questions are designed to measure not only writing skills but to allow students to demonstrate their higher-order thinking skills. This session will provide participants with an opportunity to more deeply understand the constructed response questions by scoring aspects of actual student responses in reasoning through language arts, social studies, and science.

What's Behind the Curtain? An Update on GED® Test Data and Performance

Debi Faucette, Martin Kehe

<u>Session 1, Monday, April 11 10:45am-12:00pm, Dallas Ballroom D1, Level 1</u>

The GED® program is a comprehensive set of products and services aligned to the GED® test. Many aspects of the program result in performance data that is of interest to educators and other stakeholders. This session provides an update on performance data and the overall GED® program itself. Participants will also view test items that represent skills required to pass the test at the high school equivalency level.

Why Adult Education Matters: New PIAAC Data About the Skills of Adults 16-74 in the United States

Katie Landeros

Session 1, Monday, April 11 10:45am-12:00pm, Cityview 3, Level 4

This session is the first in a strand of related sessions on PIAAC. It provides an introduction to PIAAC (The Program for the International Assessment of Adult Competencies), a large-scale international assessment of cognitive and workplace skills of adults aged 16-65, with an emphasis on recently released results from the National Supplement, an administration of PIAAC to oversampled groups including unemployed, young adults (16-34), and older adults (66-74), and the Prison Study, which focused on a sample of incarcerated adults.

"A Big and Excellent Opportunity": A Panel on Adult Learner Leadership

Martin Finsterbusch, Margaret Patterson

Session 2, Monday, April 11 2:00pm-3:15pm, Remington Room, Level 4

An adult learner recently described becoming a leader in an adult education program as "a big and excellent opportunity for my future." This interactive panel session will tell you why. The ongoing ALLIES project evaluates how adult learner leadership affects adult education program services and learner outcomes. Come hear staff and adult learner perspectives on what leadership means to them, and discover the latest evaluation findings. The panel will represent adult learners, educators, and researchers. Adult learners and educators are welcome to attend this session.

A Conversation with a Donor

Denine Torr, Lindsey Sublett

Session 2, Monday, April 11 2:00pm-3:15pm, Dallas Ballroom D3, Level 1

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.

A Sustainable Adult ESL Model That Works

Marcie Smith, Lee Shainis

Session 2, Monday, April 11 2:00pm-3:15pm, State Room 2, Level 3

This interactive workshop uses success tips from adult ESL programs around the country—from school districts, literacy coalitions, libraries and churches. We begin by identifying the biggest challenges and share proven ways to overcome issues. Working with non-English speaking adults has unique hardships and in this workshop we will learn about practices and resources that have proven to work and are being used in approximately 500 organizations across the country. Some examples: Many adult immigrants cannot commit to a year-long program – their home or work may not accommodate it, their jobs change, their hours get switched; what are the low hanging successes you need to achieve first to retain students and get the word of mouth going so that your program is the one to call; their ESL book may very well be their first book, what criteria are you using to select curriculum for adult students; who are your teachers; do they need help to better engage students? Our Sustainable Model Workshop provides highly relevant actionable tools and resources participants can use immediately to start, expand, or improve their current program. This highly regarded workshop will also provide applicable, easy-to-implement tips, and strategies going forward. It's ideal for program coordinators, directors as well as teachers.

Aligning Systems to Connect Lower-Level Learners with Career Pathways

Juan Carlos Aguirre

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 2, Level 4

Figuring out how to ensure that learners with limited literacy or English language skills can access career pathways programs is a challenge. In this session, learn how South Texas College successfully tackled that challenge and helped more than 200 students access one of eleven career pathways. You'll get an understanding of the big picture: aligning college policies, navigating state and federal financial aid including provisions on Ability-to-Benefit, and braiding public, private and institutional funding streams.

Best Practices for Teaching and Learning Mathematics

Cynthia Bell

Session 2, Monday, April 11 2:00pm-3:15pm, Dallas Ballroom A1, Level 1

Providing high quality mathematics instruction is the goal, but sometimes how to do this effectively is not always clear and concise. In this workshop educators will learn and discuss best practices for mathematics instruction, such as posing purposeful questions and facilitating meaningful mathematical discourse. Educators will reflect on their current instruction and consider how best to integrate these practices.

Bigger Vocabulary, Better Readers: Family Literacy Programs Can Help

Donna Elder

Session 2, Monday, April 11 2:00pm-3:15pm, State Room 3, Level 3

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. Come and explore ideas, tools, and strategies that will help develop better readers.

Chromebooks for Adult Education

Branka Marceta, Penny Pearson, Blair Roy, Joyce Hinkson

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 1, Level 37

T|H|E Journal reported in April 2015 that the sales of Chromebooks to educational buyers has surpassed those of iPads. There are more adult schools using Chromebooks, too. This introductory workshop will help teachers identify features such as the webcam, microphone and keyboard shortcuts. The participants will recognize apps available to them and distinguish between apps, extensions and themes in the Google Web Store. Examples of classroom activities will engage the group in exploring more ways to use Chromebooks effectively in adult education.

COABE Journal Board Meeting

Amy Rose

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 4, Level 4

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.

Continuous Quality Improvement for Instruction

David Borden,

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 2, Level 37

Workshop participants will learn how to develop a system for continuous program improvement. The presenter will discuss how Austin Community College has built an exceptional faculty through better hiring practices, use of data, organization of faculty work groups, and a systematized approach to observation and feedback. Workshop participants will leave the session with tools and ideas for immediate implementation in their programs.

Did You Feel That? Key Shifts in Math Instruction

Libby Serkies

Session 2, Monday, April 11 2:00pm-3:15pm, Dallas Ballroom A3, Level 1

Faced with making fundamental shifts to increase the rigor of content and processes in math instruction, many teachers feel they are not equipped to lead students in building their math competencies. At the same time, many adult math students have a long history of "not getting it." The purpose of this workshop, based on Teaching Adults: A Math Resource Book, is to expose teachers to manageable strategies they can begin implementing today to reduce both their own and their students' math anxieties. Using a concrete-representational-abstract approach to math instruction, we will examine some of the subjects that lead to student confusion (fractions and decimals, among others) and model innovative instructional practices. Come and learn strategies to increase the focus, coherence, and rigor of your lessons, while you also learn how best to structure your instruction to bring out the inner mathematicians in your students. This really is a great time to be a math teacher!

E-Learning for Teachers: Mathematical Reasoning, Algebraic Thinking, and Proportional Reasoning

Michelle Carson

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 1, Level 4

Looking for professional development that can help you teach math as well as understand it? Not only learn about a series of math professional development offerings that boasts highly qualified math facilitators, but also try out some sample activities from the online courses. The session will share resources about how to develop mathematical reasoning, algebraic thinking, and proportional reasoning skills in students. The courses integrate the eight mathematical practices, CCRs and high school equivalency targets. The landscape of adult education has changed with more rigorous high school equivalency and knowing how to teach students to think and reason mathematically is even more critical to their success. Participants will be able to preview the course content and format as well as meet one of the course facilitators.

Engaging ALL Students Using Innovative Participatory Learning Methodologies

Laura Weisel

Session 2, Monday, April 11 2:00pm-3:15pm, Houston Ballroom B, Level 3

Computers and workbooks don't create learners who know how to work with others. When the emphasis is on academic skills and career pathways we can add simple noncogntive skills to the mix. Teaching these new skills does 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.

Essential Writing Skills for the College-Bound GED Student

Charlene Gill

Session 2, Monday, April 11 2:00pm-3:15pm, Trinity 1, Level 3

Strong writing skills are crucial to success in college. Academic researchers have unsurprisingly reported that students who succeed in gatekeeper English classes have an exponentially higher chance of completing a credential. Yet, fewer than half of first-time-in-college students ever enroll in, let alone successfully complete, their English Composition requirement. Why is this the case, and what can we—as adult education instructors—do to ensure our students will be successful beyond our classrooms? In this workshop, you will discover the five key skills your college-bound GED students must possess to develop the abilities, knowledge, and confidence to master college-level writing—and thus to succeed in college.

Exploring How Problem Solving in Technology-Rich Environments Can Be Used to Design Responsive Programming

Jill Castek

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 4, Level 37

Data from the Program for the International Assessment of Adult Competencies (PIAAC) shows that adults in the U.S. have significantly lower digital skills than adults in other developed nations and implies that library patrons may struggle to use digital library resources. Multnomah County Library and Portland State University are collaborating on a project to assess community members' digital skills using a valid and reliable test created by the Organization for Economic and Cooperative Development (OECD) known as Education and Skills Online (ESO). This session will explore assessment results. Presenters will discuss the ways the team has adapted the ESO assessment tool to suit the needs of the library and the community and what the team has learned so far about how the PSTRE framework relates to library tasks that a typical adult learner may perform to access education and employment opportunities.

Five Ways to Integrate Workplace Readiness Skills in ESL Classes

Donna Price

Session 2, Monday, April 11 2:00pm-3:15pm, State Room 1, Level 3

This workshop focuses on developing workplace readiness skills into beginning to advanced ESL classes. After providing an overview of research, the presenter will demonstrate activities that integrate workplace readiness skills. By the end of this workshop, participants will be able to do five things to integrate workplace readiness skills in their classes.

Flipping Your Classroom with Interactive Video

Debra Hargrove, Glenda Rose

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 7, Level 4

Have you always wanted to flip your classroom, but didn't know where to begin? The persenters will share a tool that allows you to create interactive questions inside YouTube, Vimeo, TED Talks and other videos. You can even upload your own! Just assign the exercise prior to class. Students watch the video and engage comprehension by completing multiple choice, text based or simple comments that are peppered throughout. Teachers are able to discuss the video the next day in class. What a great way of engaging students in those higher-order thinking skills! To get the most out of this presentation, bring your own tablet device.

Go BIG with Time Management or Go Home!

Jana Skopec

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 8, Level 4

However complicated or perplexing this resource is for you, time management is not a difficult concept. The trick is to be disciplined to attend to the things that matter the most. This workshop will focus on changing your paradigms about how you currently use your time and will provide you with many tips, tools, and strategies to improve your personal time management.

How to Contextualize Math Instruction Using Infographics

Patricia Helmuth

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 8, Level 37

How can adult education instructors maximize teaching time in the classroom? Use interdisciplinary infographics! In this workshop attendees will explore how ready-made authentic infographics can be used as a tool to engage students in constructing meaningful knowledge, and gaining conceptual understanding of real-life math. This workshop will also include an interactive demonstration of how students can create their own infographic that will demonstrate their understanding of, and connections within and between, a specific content area and the numeric data that supports the subject matter. 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.

Introduction to the CUNY HSE Curriculum Framework in Mathematics: Problem-Solving in Functions and Algebra

Mark Trushkowsky, Eric Appleton

Session 2, Monday, April 11 2:00pm-3:15pm, Dallas Ballroom D1, Level 1

As the demands on our students and teachers are increasing, it is important that we don't lose sight of one of our greatest strengths—our practice of starting from where students are and our serious respect for their learning processes. As a student once told me, "You can't make a plant grow by pulling on it, you only make it rootless." In this workshop, members of the City University of New York's Adult Literacy Professional Development Team will introduce participants to the math section of the newly created CUNY HSE curriculum framework, which focuses on problem-solving in functions and algebra. The fFramework is a tool to help math teachers develop a focused and coherent exploration of functions and algebra with their students. It includes model lessons, rich engaging math problems, samples of student work, a curriculum map, powerful routines for math classrooms, classroom videos, and more.

Lesson Planning and Teaching with Standards

Sara Gutting, Jeff Fantine

Session 2, Monday, April 11 2:00pm-3:15pm, Trinity 4, Level 3

We all have our favorite lesson plans, activities, and units of instruction that are oftentimes our go-to lessons. But are they aligned to the College and Career Readiness Standards? This hands-on and interactive workshop will help participants apply standards-based education in math and ELA/Literacy standards and learn how to integrate standards into lessons and instruction. This workshop will allow participants to dig into the standards and see which of their own lesson plans and curriculum actually line up. We will also demonstrate how to easily incorporate standards into lesson plans and units of instruction in order to maximize the number of standards that are taught in a short period of time. Throughout the workshop the presenters will also demonstrate effective instruction practices.

Literacy Narratives of Latina Mothers Taking Control of the Future

Perla Delgado

Session 2, Monday, April 11 2:00pm-3:15pm, San Antonio Ballroom B, Level 3

Using a teacher-researcher and storytelling approach, this presentation examines a group of immigrant Latina mothers determined to learn literacy strategies to serve as role models, engaged parents, and advocates for their children. The learners were enrolled in a Spanish literacy program that met once a week for two hours during three months at their children's school in spring 2015. The literacy program interwove culturally responsive teaching and second language acquisition practices to assist in the development of literacy skills. The program was developed with the following questions in mind: (1) how do parents with low literacy or no formal schooling navigate a literate world and assist their children with literacy development? (2) what are the processes involved in learning literacy strategies to increase literacy engagement and dialogue with their children at home? (3) What barriers do these parents face when they study and practice new literacy strategies? (4) How can instructors motivate parents to enroll in similar programs and maintain enrollment until the end of the term?

Making the Leap in a Single Bound: Florida's New and Improved Online GED Prep Program

Kimberly Gates

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 5, Level 37

The transition from GED 2002 to GED 2014 was dramatic, but how did over 30 counties in Florida (representing urban, suburban, and rural areas) make the leap together to effectively offer high-quality, interactive, and engaging material? After previewing content, considering revamping their own online curriculum, and looking at various alternatives, all paths led back to one answer: Aztec Software! Come learn why the Florida Adult and Technical Distance Education Consortium (FATDEC) selected this as its online solution to serve hundreds of teachers and thousands of students statewide. Hear feedback from the teachers, students, and administrators. As they say, the proof is in the pudding! FATDEC's online offerings, with Aztec as its pivotal GED Online curriculum, provide adult students in Florida with a lifeline to learning when traditional classroom hours just aren't sufficient.

Mississippi Integrated Basic Education and Skills Training (MIBEST) Model

Sandy Crist, Kenneth Wheatley

Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 6, Level 4

The Mississippi Community College Board (MCCB), in collaboration with the state's 15 community and junior colleges, has implemented a statewide integrated career pathway initiative. Entitled Mississippi Integrated Basic Education and Skills Training (MI-BEST), this initiative targets primarily high school dropouts, low-income persons, and other non-traditional students and accelerates their transition from basic skills education to postsecondary programs of study. MI-BEST is premised on the highly successful, evidence-based Integrated Basic Education and Skills Training (I-BEST) model, launched in WA state, that incorporates contextualized learning by concurrently delivering adult basic education (ABE) and career and technical education (CTE) classes using a team-teaching approach.

Not Your Daddy's ESL. English Innovations: Blending Social Media, Game-Based Learning, and English Language Acquisition

Heide Wrigley, Peter Stidwill, Arianne Garden Vazquez

Session 2, Monday, April 11 2:00pm-3:15pm, San Antonio Ballroom A, Level 3

Funded by the Bill and Melinda Gates Foundation, English Innovations, a blended learning model, offers adult immigrants and refugees the opportunity to find their voice by participating in a community-based immigrant integration program that combines English language development with game-based learning, social media, and the acquisition of digital skills. The session will show participants how English learning, social media and, game-based learning can be combined into a coherent set of learning experiences that engage students and give them a voice. (For example, students create video blogs to tell their story). This session will provide an overview of the special features of the program and discuss the underlying principles of the approach. Immediately following, participants will have the opportunity to participate in an online ESL game and see it demonstrated live. We will discuss advantages and shortcomings of the model with the audience.

Operation OER! Resources for Learner Success!

Penny Pearson, Joyce Hinkson, Branka Marceta, Blair Roy

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 3, Level 37

This BYOD session will show participants wishing to know more about open educational resources the basics, including definition, licensing, the power of sharing between colleagues, and the value of learners using and creating their own open educational resources. A portion of the session will be spent learning about Creative Commons licensing and how it allows both users and creators to mark their work appropriately. Examples and activities provide participants with understanding Creative Commons licensing, searching strategies for OER, practice on identifying "free" versus "OER" and the value they have for their practice. Lastly, participants will experience reviewing and searching a variety of repository sites that provide both free and open educational resources, as well as the tools available to save and/or review the resources later.

Order of Operations: Sometimes, Always or Never?

Rebecca Strom

Session 2, Monday, April 11 2:00pm-3:15pm, Dallas Ballroom D2, Level 1

Many of us learned that the "order of operations" was a random rule someone made up, and we all have to follow it to get the same answer. As we dig into math, specifically using the mathematical shifts of the College and Career Readiness Standards, we look at things from a very different perspective. We no longer need to accept the order of operations as the rule, simply "because". Instead, let's investigate it and find some meaning. In this session, we will use our mathematical properties (commutative properties, associative properties, distributive property, etc) to explore our basic operations. With a solid mathematical foundation we will then look at "PEMDAS" in the context of the mathematical shift of rigor.

Reboot Your Digital Strategy!

Steve Quann

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 6, Level 37

In this workshop, learn how your program and students can take advantage of national developments in digital literacy and access. Presenter will demo helpful resources, websites, and tools to get your teachers, tutors, and students "connected." Bring your own device (BYOD) to get a hands-on experience.

Student Engagement Online: Creating a Productive Learning Environment that Promotes Inclusion and Inspiration.

Cash Clifton

Session 2, Monday, April 11 2:00pm-3:15pm, Majestic 7, Level 37

Student engagement can be a challenge in any classroom, and it becomes even more difficult when technology introduces additional boundaries and limitations. Join New Mexico Distance Education & Learning Technology (DELT) Master Teacher Cash Clifton in exploring best practices in online student engagement. Participants will learn about best practices in online teaching, communication skills to foster student motivation, techniques for respecting cultural diversity, and maintaining healthy boundaries with students.

Supporting the Persistence of English Language Learners

Andy Nash

Session 2, Monday, April 11 2:00pm-3:15pm, Houston Ballroom A, Level 3

This session will highlight what the field has been discovering as it grapples with the need to improve learner persistence. We will consider research summarized by the National Academies of Science, investigations done in adult education contexts by the New England Learner Persistence Project, and approaches emerging from K12 and community college settings. Foregrounding the specific needs of English language learners, we'll take a look at classroom activities and practices that can build persistence and resilience. Participants will have an opportunity to use a program self-assessment to identify the strategies that would make the most sense in their own program contexts.

The Adverse Impact of Technology on Generation Y

Magdalena Campbell

<u>Session 2, Monday, April 11 2:00pm-3:15pm, Cityview 3, Level 4</u>

Many students struggle with the classroom dynamic and the high expectations placed on them by Community Colleges. Today's generations of students are unique in their exposure to technology. Since early childhood, many of these students have been gaming, texting, and using iPhones, tablets, and various computer programs such as Google, along with social networking sites. The thesis for my book is that many students come to Community College lacking analytical thinking skills due to their overuse and addiction to technology and social networking sites. Social media, along with other sites such as Google make information readily accessible to students at the click of a mouse. Students become accustomed to a digital culture of immediate gratification and quick solutions. Many students struggle with logical reasoning and especially basic math skills. According to my research, the technological revolution is to blame.

Upping the Rigor: Vertically Aligning Curriculum from ESL to ASE

Peggy Raun-Linde, DeAnne Berryhill

<u>Session 2, Monday, April 11 2:00pm-3:15pm, Trinity 2, Level 3</u>

In 2015, we presented our overall ABE/ASE program to a packed room. Our COABE title was "SOAR: Upping the Game of Academic Rigor in ABE and ASE," and we detailed our massive structural, policy and curricular shifts. The next step in our work has been in the area of curriculum alignment, which anchors each class level and accompanying common assessments to the College and Career Readiness Standards (CCRS) and the Common Core Standards. We will share the following: 1) Scaffolded activities, curriculum (including texts), and assessments that align the breadth and depth of the CCRSs; 2) Layered assessments (within and between levels) that build to the final assessment rubric developed within the California State University System; 3) Lesson plans that demonstrate what rigor looks like and sounds like in the classroom; 4) Our model of how teamwork, staff development, administrative support, curriculum planning and grading pay became part of our system of success.

Using Data to Manage Your Educational Program

Jane Bledsoe

Session 2, Monday, April 11 2:00pm-3:15pm, Houston Ballroom C, Level 3

The GED® program includes tools such as GED Manager™ and GED Analytics™ that provide useful data for administrators, program directors, and educators to use in helping to structure and manage effective educational programs. This session will provide tips and examples from programs that are using this data to drive results.

Your Role as Instructional Leader: Creating a Learning Community

Joanie Rethlake

Session 2, Monday, April 11 2:00pm-3:15pm, Trinity 3, Level 3

Are you a seasoned or new adult education program manager? Are you coming from workforce and suddenly finding yourself working hard to achieve employment and education related performance measures? With the Workforce Investment and Opportunity Act (WIOA), it is critical that managers from all backgrounds consider the new WIOA expectations. As manager, regardless of your experience in adult education or labor, have you considered what your role is as an instructional leader? The topics covered in the interactive discussion/presentation will include: who are my teachers, recruiting prospective teachers, how do I clarify expectations, and how do I explain what adult learning is and what is adult teaching like. Also find ways to improve your program through teacher involvement and modeling a learning community. Look at research regarding how teachers change and strategies to support pre and in-service and teachers' professional growth.

Adult ESL Reading Assessment Strategies for College and Career Readiness

Linda Taylor

Session 3, Monday, April 11 3:45pm-5:00pm, State Room 1, Level 3

This workshop provides strategies and hands-on activities for developing classroom-based assessments for adult ESL learners to measure reading skills contained in the College and Career Readiness (CCR) standards for adult education. Models for text-dependent questions, tools to incorporate academic vocabulary, and methods to determine text complexity are included.

Align and Redesign: A Case Study in Innovating Statewide ABE and Literacy Services

Laura Weisel, Jeffrey Fantine, Meryl Becker-Prezocki, Margaret Patterson

Session 3, Monday, April 11 3:45pm-5:00pm, Trinity 2, Level 3

The Align and Redesign Initiative is an innovative, systemic effort that is transforming adult education, workforce development, and career preparation for improved student outcomes. This session will overview a state's 1.5 year initiative to radically transform ABE and Family Literacy service delivery. Topics will include integrating the 3 pillars of innovation: CCRS, Career Pathways with a new paradigm for service delivery; a new front end's impact on persistence; innovative classroom methodologies and hosting learning; rethinking lesson planning; PD supported by credentialing for implementation of evidence-based practices; along with incredible outcome increases in persistence and learning gains.

Are You Ready...GED Ready? Using GED Ready® to Prepare Students for the 2014 GED® Tests

Mimi Daniel

Session 3, Monday, April 11 3:45pm-5:00pm, Remington Room, Level 4

Miss the days when you had the printed practice tests to inform your instruction for students preparing for the GED®? Come learn how to use the GED Ready® results to do the same thing! Believe it or not, GED Ready® and the Enhanced Score Report can be a practitioner's best friend! This session will explore proper use for GED Ready® and share practical methods for effectively using the assessment tool to plan individual or whole classroom lessons. Participants will learn how to interpret the results of the GED Ready® to identify the skills students still need to develop and share strategies and resources for addressing them, including some suggested strategies and resources for frequently needed skill sets. In addition, this session will guide participants with using GED Ready® Enhanced Score Report to create personal student goals and increase student success.

Bigger and Better Technology Tools to Prepare English Learners for HSE Exams

DeAnna Coon, Miriam Burt

Session 3, Monday, April 11 3:45pm-5:00pm, State Room 2, Level 3

This session is intended for any participant who instructs in, coordinates, or manages an adult education program that offers high-school equivalency testing preparation in English for ESL students. It begins with an introductory activity that serves both as a warmup and needs assessment. Then, presenters discuss linguistic and cultural assumptions of high school equivalency (HSE) testing to build or activate participants' background knowledge of their student populations, learning paradigms of different communities, and special considerations for working with English learners to build their content knowledge using a variety of multimedia inputs. Following the schemata activation, presenters lead participants through a variety of activities using this perspective to inform their teaching.

Building Capacity for Integrated Pathways: What Works for Program Development and Implementation

Rachel McDonnell, Linda Munoz, Tamara Clunis

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 3, Level 37

Integrated career pathways have shown to be a powerful strategy for moving lower-skilled students along an accelerated path to family-sustaining careers. States, colleges, and local programs have increasingly adopted these models. Now, with WIOA's greater emphasis on career pathways, the uptake of these models is projected to be greater than ever before. However, integrated pathway models are complex and often represent a significant departure from the standard operations of many colleges and programs. Design and implementation require capacity building in virtually all areas of program design and delivery, from instructional support to state and institutional policy. In this session, hear how national, state, and local bodies have delivered technical assistance and capacity building efforts for a variety of integrated pathway initiatives, including Accelerating Opportunity and Accelerate Texas. Presenters will share successful strategies, structures, and tools, and discuss lessons learned from large and small-scale implementation.

Burlington English Career Pathways—Your WIOA Solution!

Sherri Quesnel

Session 3, Monday, April 11 3:45pm-5:00pm, State Room 3, Level 3

Get a look at the newest addition to BurlingtonEnglish—Career Pathways! Career Pathways is designed to help ESOL students of all levels explore career clusters, gain workplace skills, and learn about educational opportunities. Participants will learn how teachers can use this new course and the corresponding in-class lessons to integrate career pathways into the classroom, lab, and home at an appropriate level for all students. This session is perfect for current users or anyone interested in addressing WIOA.

Can You Hear Me Now? Improving English Through Fun Audio Web Sites!

Laura Quisenberry, Elizabeth Rosas

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 1, Level 37

Join us to learn about fun, free websites that promote learning through audio/visual reading texts. These websites offer an easy way for ESL/ELL students to begin their journey as a new English reader. Other websites will be highlighted that will expose the more advanced student to new vocabulary as well as brush up on pronunciation.

Career and College Awareness Instruction for ABE Learners

Judith Alamprese

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 7, Level 4

In this session participants will learn about 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, findings from research conducted on ABE learners who participated in the CCA course, and how research results were used to guide the refinement of the course. Participants will have an opportunity to preview the 10 lessons in the CCA course and the process used to deliver the course.

Career Pathways and CCRS: How the Department of Labor's Building Blocks Model Explains Contextualized Instruction

Hillary Major

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 6, Level 4

As adult educators plan for implementing WIOA, they often express worry over the competing priorities of career and workforce education and standards-based academic education. Career pathways and College and Career Readiness Standards (CCRS), however, are better seen as partners than competitors. The Department of Labor's tiered Building Blocks model for integrated and contextualized instruction provides a visual, practitioner-friendly model for integrated and contextualized instruction. In this session, participants will briefly review key WIOA terms; then, they will take a hands-on look at how the Building Blocks model can incorporate both workplace competencies and CCRS.

Characteristics of Adult Learners and How To Reach Them

Randy Mack

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom A2, Level 1

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making and are generally more practical, multitasking, purposeful, self-directed, experienced, and less open-minded and receptive to change. All of these traits affect their motivation, as well as their ability to learn. This session will involve participants in becoming well-versed in adult learners' cognitive and social characteristics and provide them with the tools needed to create the right course content and structure to adjust their adult learners' attitude and empower them to reach their goals. Don't forget to bring your cellular device, laptop or iPad—you are in for a treat.

Creating Effective Learning Environments

Gail Cope

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 5, Level 37

This interactive session will: 1) summarize research highlights on strategies to create effective learning environments in adult education classrooms and programs; 2) discuss implications for practice in implementing these strategies; 3) explore and discuss factors in learning environments that impact adult learner motivation; and 4) provide an opportunity for participants to share strategies they use to enhance and improve learning environments in working with adult learners.

Develop a Career Interest Self-Assessment Tool

Sandy Goodman

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 8, Level 4

This session is geared towards instructors, career navigators, administrators—anyone engaged in planning, designing, or running a targeted career pathways programs. The presenter will share a career exploration and self-assessment tool that was developed for advisors recruiting students for IT pathways. Using this tool as a model , participants will generate ideas, questions, and content that can serve as foundation for a career interest self-assessment tool they can customize for their program's targeted career pathways.

Diagnostic Data: Knowing When Students Are Prepared to Pass Their HSE Assessments

Dan Griffith

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 8, Level 37

Do you know when your students are prepared for their HSE Test? Since the new tests have come on board educators have been trying to get a "feel" for when students are ready. By taking a close look at data and using tools and analysis skills to sort it all out, teachers can find reliable ways to develop instructional pathways for students that lead to success. Teachers will not only know when students are prepared, but they will know how to get students to that point in specific ways as they focus on data collection and analysis. Data analysis skills and techniques specific to teaching will be covered.

Effective Implementation and Evaluation of ABE Online or Hybrid Courses

Don Dutton

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 6, Level 37

Online and hybrid teaching models in ABE classes can be effectively implemented and offer students an alternative path to academic success. This presentation will offer a sequential process from objectives to reporting that: 1) serves the needs of your students; 2) provides for training for instructors; 3) provides forms, surveys, syllabi and other documents; 4) increases the number of students ready for post-assessment; 5) complies with state and program requirements; 6) gives students greater flexibility and responsibility with their learning; 7) offers suggestions for evaluating the program.

Ensuring Immigrants' Access to WIOA: Data and Advocacy Tools for Adult Educators

Margie McHugh

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom D2, Level 1

Federally-funded adult basic education and English literacy services are crucial for immigrant and refugee integration. In this session, get a detailed overview of issues relating to the Workforce Innovation and Opportunity Act (WIOA), including concerns about how to ensure service to individuals with the lowest levels of education and English proficiency. You'll learn about key challenges created by WIOA and its proposed regulations, and strategies that can be used in state and local planning processes to help ensure equitable service access for diverse learners. In addition, you'll get a practical demonstration of how to obtain detailed socio-demographic data on learner needs in your community, enabling you to inform policy and planning conversations.

ESL Math Activities: Math Instruction and ESL Students

Michael Matos

Session 3, Monday, April 11 3:45pm-5:00pm, San Antonio Ballroom A, Level 3

This workshop will have hands-on activities and various examples that will bring participants into a curriculum which integrates the study of mathematics and English vocabulary and relies heavily on hands-on and collaborative activities using mathematics manipulatives. Hands-on games, hard copies and computer-based interactions create a rewarding balance for instruction. Participants will discover resources with free materials as well as websites that can be used for constructing lessons and activities. Participants will be engaged with numeracy lessons that provide a balance between skill building and functional needs. We will work with examples of lessons that may begin with an activity that points out a problem (e.g., a mistake on a paycheck) that provides a context for learning new skills (such as subtracting decimals), or the lesson may start with an activity that provides a skill (e.g., adding decimals) followed by practical applications (such as adding sales tax to a fast food bill).

Exploring Algebraic Thinking in a Teachers' Circle

Eric Appleton, Mark Trushkowsky, Cynthia Bell

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom A1, Level 1

The New York City-based Community of Adult Math Instructors (CAMI) will share their process of starting a citywide math teachers' circle to collaborate with other teachers and expand their knowledge of mathematics. We believe in the power of teachers doing math together to make connections between learning and teaching. Participants will engage in an inquiry-based process of algebraic thinking through use of visual patterns and multiple strategies for problem solving, including drawing, different ways of seeing, making charts/tables, and making predictions using rules. Teachers and learners with all levels of mathematics knowledge are encouraged to attend.

From A to Z: One OER, Four Levels

Alfons Prince

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 7, Level 37

This session will allow instructors to see what happened when the presenter used an open educational resource (OER) with adult students of all different demographics, learning levels, and learning styles. Open educational resources have become very popular over the last few years. This has happened for many reasons, but mainly due to their flexibility and adaptability to whatever situation the teacher needs it for. This allows instructors to create differentiated instruction without having to switch the entire class around. Participants will have the opportunity to apply these ideas to materials for their classroom.

Get into Motion: Connecting Math and Science

Conni Marshall

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 2, Level 4

Join this session to learn fun ways to integrate math and science into your adult education classes. Participants will actively engage in activities that will allow them to better understand science topics and learn how to pair them with math skills needed for the GED exam. The second part of the session will "Get into Motion". Using constant velocity cars, participants will measure, record, calculate, and use data to strengthen math skills including graphing, use of formulas, and finding slope. You will leave the session with the knowledge and activity sheets needed to integrate the lesson immediately into your own classroom.

Helping Your Adult Learners BEAT Test Stress

Cynthia Campbell

Session 3, Monday, April 11 3:45pm-5:00pm, Trinity 1, Level 3

Many adult learners struggle with test stress, and as a result their true abilities do not get reflected in their test scores. To help our adult learners do better and reach their biggere goals, we must address the issue of test stress directly and strategically with them. In this workshop, Cynthia Campbell will share strategies for helping your students manage their test stress by following these four principles: 1) developing positive self-talk; 2) demystifying the testing process; 3) desensitizing the experience of taking tests; 4) destressing through preparation. To implement these principles, the following topics will be explored: why adult learners have test stress; common myths about tests; how to combat negative self-talk (Negativity Monster) with the TRUTH; what to do before, during, and after the test; the value of the "dress rehearsal"; and test stress management tips. Each participant will receive a free copy of the adult learner booklet: "BEATING Test Stress."

How Can Soft Skills in Instruction Help Your Program Be a Strong WIOA Partner?

Jane Eguez

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 9, Level 37

WIOA requires employment and education partners to forge strong partnerships. How can you better serve co-enrolled clients/learners so all partners show positive employment-related outcomes? Adult education providers have the expertise to serve those with barriers to employment. Adult education can fully prepare these learners for transition to employment, career training, and job retention. Discover how you can support learners with limited job experience and education utilizing an employer-driven system that contextualizes workforce skills training, and includes employer-recognized soft skills and academic assessments. Equip your program and partners to show educational skill gains and engage local employers.

Instructional Strategies for Addressing Primary Sources

Bonnie Goonen, Susan Pittman

Session 3, Monday, April 11 3:45pm-5:00pm, Trinity 4, Level 3

One of the challenges of the GED® social studies test for many students is the presence on the exam of quotations and stimulus materials taken from primary source documents. These sources are often written in language that is archaic and may be difficult for students to understand. In this session, participants will learn instructional techniques for helping learners grapple with these important texts to extract meaning from them. These techniques will also prove useful in helping teachers to prepare students for the social studies extended response question.

Literacy "In Context": Using Authentic Materials to Improve Learner Outcomes in the ELL Classroom

Robin Morgan

Session 3, Monday, April 11 3:45pm-5:00pm, Houston Ballroom A, Level 3

ELLs come to us with a wide range of abilities—preliterate, native language literate, holding advanced degrees from their home country. Not all students have academic goals but College and Career Readiness Standards still apply—whether students are reading/summarizing to write an essay or to sort through their mail and personal documents, standards-based skills have relevance. Content-based instruction gives students the skills they need to navigate everyday life, be productive citizens, and be successful in the workplace. Each participant will receive sample teaching and learning resources at the conclusion of the workshop.

Narratives of Asian Immigrant Adults Learning English in Central Texas

Clarena Larrotta, Jan Adversario

Session 3, Monday, April 11 3:45pm-5:00pm, San Antonio Ballroom B, Level 3

Using a teacher-researcher and storytelling approach, this presentation examines the case of twelve Asian immigrant adults as they strive to integrate with their community in central Texas and learn English. The learners were enrolled in an intermediate English course offered at a community-based program serving Asian immigrants. The researchers used a culturally responsive teaching approach to ESL teaching to help the learners develop English conversation and writing skills. The questions addressed in this presentation are: (1) what are best practices when teaching ESL to adult Asian learners? (2) how can these practices contribute to bridging cultural and linguistic gaps experienced by the learners? (3) what are tensions and successes implementing these suggested practices?

Pathways with a Purpose: Mapping Success for ABE Students

Jennifer Hawkins, Larry Anderson, Cesar Diaz, Fred Schmidt

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 3, Level 4

The presenters will introduce the model developed by Tarrant County College to assist underprepared students to attain entry- and mid-level employment while working to improve their basic skills. The college has developed multiple Accelerate Texas programs that support integrated basic education and training programs from literacy to certificate training completion. These include contextualized instruction in the literacy classroom, bridge courses for the training program, and integrated basic education support during the training.

Serve Students, Employers, and Your Community

Sarah Wilkins, Tonya Crum,

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom D1, Level 1

In this session, we will discuss strategies for partnering with local employers to offer educational services to their employees. As you and your centers seek ways to serve more students, don't overlook employers in your area. Oftentimes, employers want a better-educated workforce, but lack the resources and skills to make that happen. This session will provide you with tools ranging from making contact with employers to managing the students who enroll. We'll describe the partnership between centers and employers who use Fast Forward, KET's online learning system, and show resources developed by KET that can be adapted for use in your center.

Serving Immigrants Through Informational and Digital Integration

Mark A. Jamison, Diosdado G Gica

Session 3, Monday, April 11 3:45pm-5:00pm, Houston Ballroom C, Level 3

Through our partnership with the Institute of Museum and Library Services (IMLS), Queens Library is providing its community libraries and external partners (and the wider library system as a whole) with informational, educational materials and training resources on immigration, citizenship, and other immigrant-related information and services. Through this effort, Queens Library has begun educating librarians on immigrant services and the importance of digital literacy. The Librarian Digital and Integration Gateway Project serves to enhance public services through informational and in-depth training on serving New Americans in the library system. This presentation will provide insight on the ongoing development and its outcomes, and how its implementation can foster immigrant integration in other community based organizations and library systems nationally.

Stepping Up Your Performance: Four Steps to Proofreading

Ann Hamblin

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 1, Level 4

Rather than focusing on parts of speech and definitions and functions, as many texts do, this four-step process teaches students a thinking process that makes English grammar practical and usable. This "matter-of-fact" approach to learning grammar provides students with a thinking process that enables them to proofread for grammar errors.

Teaching Techniques for Low-Level Learners

Sara Gutting

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom A3, Level 1

Many of our adult learners come to us with undiagnosed learning difficulties. Even though they may have learning disabilities, there are ways to work with these individuals so that they can learn along with the other students. How do we teach standards while still reaching this group of learners? This workshop will demonstrate techniques that each participant can start using immediately as it pertains to all subjects but focuses on math.

Technology Toolbox for Professional Development

Cynthia Bell, Nell Eckersley

Session 3, Monday, April 11 3:45pm-5:00pm, Houston Ballroom B, Level 3

In this session we will demonstrate how we have used technology tools in the delivery of professional development as well as for our own development as professionals. And everything we will demonstrate can also be done by teachers and students! We will dig deep into how we use Weebly, YouTube, Twitter, and Google in our work as professional developers in math and ESOL. Please bring your smart phones, tablets, and/or laptops for hands-on participation.

The Texas PD System: Innovations in Professional Development

John Stevenson, Lori Slayton

Session 3, Monday, April 11 3:45pm-5:00pm, Majestic 2, Level 37

In 2013, Governor Rick Perry signed a bill that transferred responsibility for adult education and literacy (AEL) services from the Texas Education Agency to the Texas Workforce Commission (TWC). Since then, the commission has implemented a number of changes to the delivery system for adult education services in Texas, not the least of which was the design of the professional development system. This presentation explains the rationale for a new PD system and discusses some of the benefits and challenges that came with implementing a brand new system in a big state.

Universal Design for Learning and the ELA CCRS

Amanda Duffy

Session 3, Monday, April 11 3:45pm-5:00pm, Cityview 4, Level 4

In this interactive session, instructors will receive an overview of the three guiding principles of universal design for learning (UDL). UDL is an approach to curriculum design that can help teachers customize curriculum to serve all learners—regardless of ability, disability, age, gender, and/or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs (TEAL Fact Sheet: Universal Design for Learning). While UDL may not be new to adult education teachers, we can look to these research-based principles for ways to support the teaching and learning of the College and Career Readiness Standards (CCRS). Using real-world scenarios and standards, participants in this workshop will leave with ready-to-use UDL activities that meet the demands of the CCRS. This workshop will focus on how UDL can support the English language arts standards and is open to all teachers.

Using the Adult Education Teacher Competencies to Strengthen the Field

Sally Waldron, Andy Nash

Session 3, Monday, April 11 3:45pm-5:00pm, Dallas Ballroom D3, Level 1

The Adult Education Teacher Competencies are designed to identify the knowledge and skills adult education teachers need to improve student learning and performance. Participants will explore using the competencies to identify their strengths and needs and set goals for building their practice. This interactive session is geared to beginning through experienced teachers, administrators, and professional developers.

Utilizing Research in Practice

Amy Rose, Margaret Patterson, Michele Pappalardo, William Schaffer, OCTAE Leadership

Session 3, Monday, April 11 3:45pm-5:00pm, Trinity 3, Level 3

We will discuss ways that teachers and administrators can read research, identify strong research, and utilize findings to improve their own practice.

Active Interactive Learning Without Fear: In-Class Project-Based Hands-On Learning to Guarantee Successful Language Acquisition for Low-Level English Language Learners

Kimberly Surgeon

Session 4, Tuesday, April 12 9:30am-10:45am, State Room 1, Level 3

This sesssion will include a power point presentation and actual physical examples of students' projects, a brief outline of the procedures used for the projects, and finally an actual lesson that the participants will participate in as if they were students in the classroom creating a final project in order to experience the full spectrum and impact of these teaching methods.

Advocating for Adult Education with Narratives That Engage

Deborah Kennedy

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom D3, Level 1

Support for adult education can be affected by the stories programs tell, but many programs lack effectiveness at creating powerful narratives about themselves. This session will give participants the skills to create narratives that resonate with employers, funders, community members, and policymakers. Participants will be able to promote adult education and achieve advocacy and other goals through narrative.

Austin Community College: Making Our Career Pathways Bigger and Better

Mechelle Marler, Griselda Valerio, Erin Taylor

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 3, Level 4

The purpose of this workshop is to help adult educators develop successful career pathways for their programs and/or classrooms. We will look at what ACC is doing and how they are integrating career pathways into the AE program. We will also discuss classroom curriculum you can implement to help students become employed.

Beyond WIOA: Drawing on Other Federal Resources to Help Your Learners

Amanda Bergson-Shilcock

Session 4, Tuesday, April 12 9:30am-10:45am, Trinity 3, Level 3

We all know about the Workforce Innovation and Opportunity Act (WIOA), but what other federal programs might you be able to access? In this session, learn about opportunities to serve people with basic skills needs using support from the U.S. Departments of Transportation, Agriculture, Housing and Urban Development, and more. Go home with ideas for how new partnerships can help you tap into new sources of funding.

Blended Learning for Adult Educators

David Rosen

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 5, Level 37

We will look at models that integrate face-to-face and online learning and we will discuss the opportunities and challenges involved with implementing them. We will look at "turnkey" models that provide the online presence content in full, with software for class registration, instruction, assessment and progress reports. We will also look at build-it-yourself models that provide a platform for teachers who want to perfectly align what happens in class with online assignments, flipped learning presentations, and supplementary instruction.

Building Employability Skills with Project-Based Service-Learning Activities

Blaire Willson Toso, Carol Clymer, Joshua Cramer

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 7, Level 4

This presentation focuses on the adult outcomes of the Toyota Family Learning program. We will overview an innovative family learning program that melds adult education and service learning in order to engage adult learners in acquiring and using language, literacy, and employability skills via student-driven authentic activities and contexts. Using the results from an independent evaluation, presenters will address the outcomes and the activities that promote educational and civic engagement.

But Does It Work? Learn to Evaluate Your Financial Education Program

Mary J. Schultz

Session 4, Tuesday, April 12 9:30am-10:45am, Trinity 2, Level 3

The NEFE Financial Education Evaluation Toolkit is designed to help financial educators evaluate and document their 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 the Evaluation Toolkit database, templates, and forms to evaluate the effectiveness of educational programs.

Career Pathways: A Systemic Approach

Karen Bautista, Rosa Leon Blanco, Karla Lechuga

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 1, Level 4

Inland Career Education Center is in the process of shifting to a school wide career pathway approach. Our school is committed to providing adult students a bridge to postsecondary education and the labor market. This focus has necessitated several changes within the school, from the development of staff capacity to the development of systems for employer engagement. Integrated Instruction is a recognized best practice as a method for acceleration of student goal achievement. During the implementation of this approach, our staff created a model for establishing career pathways with several components: a website for student use to illustrate in-demand career pathways and local providers, a template to guide the development of integrated lessons, and a system for engaging employers as customers. Other key systems include customer feedback, data collection and sharing, and transition to community college success. We hope to assist other adult education providers by sharing the tools we have created, as well as sharing our lessons learned as we are changing a school to meet today's demands for workforce development. For the practitioner, we seek to share components of curriculum which many teachers include in lessons, but do not systematically incorporate across a department.

Career Pathways: Designing and Implementing Texas Style

Anson Green, Ann Savino

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 6, Level 4

In 2014, Adult Education and Literacy in Texas began building a Career Pathway system to serve adult education participants with career pathway opportunities across the state. Through a tiered design of pathways into postsecondary, integrated education and training, specialized ESL programs for foreign trained professionals, or workplace literacy in partnership with employers, Texas launched a statewide effort to drive increased student success for college and employment outcomes. The presenters will describe the system design, core program components, models of implementation, integration dynamics, and the process for documenting practice across a diverse provider system of 34 entities.

Career Readiness, Civics, and Academic Prep: Text and Tech Solutions

Bill Bliss, Tania Saiz

Session 4, Tuesday, April 12 9:30am-10:45am, State Room 2, Level 3

This presentation will offer strategies for integrating career and academic readiness, civics, and basic language learning through classroom activities, technology solutions, and digital games that maximize student interaction, motivation, individualized learning, and success. Through participation in activities and demonstrations of digital technology, participants will be able to identify and use strategies for integrating the new CCR standards while preserving a focus on developing their students' basic language proficiency. Participants will receive copies of the newly-expanded Side by Side PLUS with eText and digital game materials.

Critical Thinking and Numeracy in Social Media

Aaron Kohring, Duren Thompson

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom D2, Level 1

Visiting social sites is now the fourth most popular online activity. This presentation will cover critical reasoning and problem-solving skills as well as instructional strategies for three aspects (platforms/sites, user profiles, and usage pros/cons) of social media that adult education practitioners can incorporate into the curriculum. Participants will utilize session resources to develop multilevel numeracy lessons.

Developing a Positive Culture for Student Success

Mark Peterson

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 2, Level 37

There is a great body of research on how organizational culture contributes to bottom line success. Writings by Sinek (2014), Covey (2013), and Bolman (2008) indicate that one of the elements of a productive culture is the way people treat each other. Studies further indicate that learning organizations increase student achievement by investing in the formation of a positive culture. This session will identify a set of strategies for generating a positive culture in the adult learning setting: (1) how to practice behaviors for staff interaction; and (2) how to use skills for working with difficult people. The above strategies are identified in the research literature as key contributors to forming a positive culture.

Digital Literacy Acquisition: Findings from a National Research Project

Jill Castek

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 6, Level 37

The need for digital literacy skills has become apparent given the pervasiveness of digital technology in everyday lives. However, without support, these activities are out of reach for those individuals who have not had the opportunities to experience digital technologies. This presentation will explore findings from a research project that describes the digital literacy acquisition process among adult learners who are new to computers and the Internet (low-income, job seekers, senior citizens, and other economically and educationally disadvantaged individuals). Participants will learn how tutors work with learners, new ways to conceptualize success, and how to think about program impact.

Healthcare Career Pathway Initiative for Low-Literate Adults

Laureen Atkins, Susan Sheehan, Bethany Friedlander, Tessa Torowski

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 2, Level 4

WIOA key themes include career pathways, sector partnerships, and stronger connections between adult education and workforce. Our panel discusses a pilot demonstrating these key themes that is focused on individuals with low-literacy barriers to engage in training and employment opportunities in healthcare. There are 200,000 adults in Cleveland, Ohio, that have reading and math levels below 8th grade. They are excluded from enrolling in occupational training due to their low literacy levels. Many become disengaged because they are embarrassed or discouraged by attending traditional ABLE classes. This issue led a group of ABLE, workforce development, employers, and occupational training professionals to look for solutions to give more adults access to healthcare employment and training opportunities. A contextualized curriculum for healthcare was developed.

Healthy Partnerships: Workplace Literacy Reaches More Adult Learners

Melissa Sadler-Nitu, Jacqueline Burandt

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 7, Level 37

University Health System and Alamo Colleges have a variety partnership programs to develop the workforce. Alamo I-BEST serves low-skilled adults while meeting workforce demands in the San Antonio area. Participants have the unique opportunity to receive accelerated contextualized skills-based instruction while earning high-demand occupational certificates. This program is imperative to maintain and grow economic development in San Antonio and the surrounding South Texas region.

How to Be an Ally for Your ESL Students

Marcela Movit, Delphinia Brown

Session 4, Tuesday, April 12 9:30am-10:45am, State Room 3, Level 3

Did you know that being an "ally" is not defined by who you are, but by what you do? This interactive workshop will present adult educators with simple ways they can support their ESL students, working as allies to be part of social change. Through reflection and discussion, we will explore what it means to be an ally for ESL students in our work as adult educators and in our communities.

I Wonder: Using Book Clubs to Advance Adult Literacy

Janifer Wheeler

Session 4, Tuesday, April 12 9:30am-10:45am, San Antonio Ballroom B, Level 3

In this interactive session, participants will explore how a book club aimed at adult ESL students increased English proficiency, strengthened family literacy practices, and provided tools for job searches. Due to an increase in language and confidence, adult learners also began to pursue their own goals and academic dreams. A demonstration and sample lesson utilizing instructional methods that connect adult learning with K-8 classroom teaching strategies will be shared via a book club model using Wonder by RJ Palacio. This session will give adult educational professionals an additional tool for helping adults improve reading, listening, speaking and writing skills. This model can also be applied to adult basic education.

Innovation in Integration: How an Iowa Adult Ed Program Has Reimagined I-BEST

Jennette Shepard, Lucas Plouff

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 8, Level 4

The goal of Washington State's nationally recognized I-BEST (Integrated Basic Skills Training) Model, is to boost students' skills so they "can earn credentials, get living wage jobs, and put their talents to work for employers." This session focuses on Hawkeye Community College Metro Center's implementation of a CNC/I-BEST Career Pathway program for English language learning (ELL) and adult basic education (ABE) students. At the Metro Center, students in the CNC/I-BEST program learn job skills in CNC (Computer Numerical Control) Machining, while improving their basic skills and earning six college credits. Attend this session to learn how the instructors of this program have transformed the meaning of integration in order to better engage many underserved populations, boost student confidence, and enable a greater number of ELL and ABE students to transition to credit college classes at a faster rate.

Integrated Education and Training: Pathway to Accelerated Learning

Allison Pickering

Session 4, Tuesday, April 12 9:30am-10:45am, Trinity 1, Level 3

Embedded within WIOA is a call for agencies to accelerate students' learning by offering more integrated education and training that offers students basic skills instruction in the context of their chosen vocational pathway. This presentation highlights four effective models for creating an integrated program.

Integrating Learners' Diverse Ways of Doing Math into Your Math Instruction

Laura Sherwood

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom D1, Level 1

Students from other countries learn different procedures for math operations and can become confused when trying to understand the standard algorithms taught in the U.S. But through the use of "number talk" instruction, ELLs explain their procedure for solving a problem. The instructor prompts the student and records and illustrates the student's thinking to develop all students' abilities in procedural fluency, conceptual understanding, and adaptive reasoning. This workshop presents ideas for using number talks and gives opportunities to try them out.

Law and Algebra: SVU (Special Visual Unit)

Heidi Schuler

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom A3, Level 1

Algebra can be as approachable as adding if we show our students where it already exists in their everyday lives. This session will present new methods to teaching algebra as patterns, rules, equations, and lines on a graph while utilizing research-based tools, techniques, and resources learned from the Adult Numeracy Instruction (ANI-PD). Hands-on practice and ready-to-use resources will be provided.

LINCS Health Literacy Resources and More

Cynthia Zafft

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 9, Level 37

This interactive workshop includes a discussion of the new broader scope of health literacy, how it fits with teaching language and literacy skills, and how to integrate it into your ABE/ESOL curriculum. We will explore a variety of free online health literacy resources that participants can use in the classroom, or to help train teachers, build community awareness or 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 help empower students to take better care of their health. Participants are welcome to bring their portable internet devices.

Literacy, Numeracy, and Health Among Immigrants and U.S.-Born Adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC)

Esther Prins

Session 4, Tuesday, April 12 9:30am-10:45am, Cityview 4, Level 4

This presentation uses data from the Program for the International Assessment of Adult Competencies to discuss how health status is related to literacy and numeracy among immigrants and U.S.-born adults, including Hispanic versus Asian immigrants. The presentation highlights findings, practical implications, and participant discussion.

Looking Through the LENS—Learning, Engagement, Next Steps: The Adult Education and Culturally Responsive Teaching Connection

Latosha Branch

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 8, Level 37

Adult education classrooms offer a learning environment that is very diverse. This workshop will explore principles of culturally responsive pedagogy as a guide to foster learner engagement and connection. Participants will have the opportunity to explore motivational conditions that the instructor and the learners use to foster a culturally responsive learning environment.

Math for Science and Social Studies

Connie Rivera

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom A2, Level 1

Just as students draw on their literacy skills to understand science and social studies matter, students need numeracy skills to interpret science and social studies material. During this session, you can expect to experience activities you can use in classes. These activities will help students access non-textual information and reason from data.

Mobile Learning for Lower-Level Adult Learners

Alison Ascher Webber, Jon Engel, Heide Wrigley

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 4, Level 37

How can the potential of mobile learning be maximized for lower-level adult learners, many of whom have low digital literacy and limited internet access? This panel will share and lead a discussion on best practices and challenges identified by diverse organizations as they offer basic skills or vocational training on cellphones and tablets through stand-alone or blended courses. This panel is part of a greater call to action to ensure education technology and mobile learning products are designed to reach adults desperate for a second (or sometimes even first!) chance at a basic education.

Multisensory Structured Language and English on a Roll: Grammar Learning That's Fun and Effective. Students Love It!

Linda Koran

<u>Session 4, Tuesday, April 12 9:30am-10:45am, Houston Ballroom B, Level 3</u>

ESL/ELL, literacy, special education, beginning readers: multisensory teaching methods work for all. Learn successful multisensory teaching strategies at this hands-on workshop. We will practice with English on a Roll, a unique grammar program based on the research-proven principles of multisensory structured language. Come learn how to make grammar fun!

Open Educational Resources: Teachers Are Experts

Amanda Duffy, Delphinia Brown

<u>Session 4, Tuesday, April 12 9:30am-10:45am, Houston Ballroom A, Level 3</u>

This interactive session focuses on creating and sharing high-quality, student-centered resources in open online repositories. Participants will use a free online tool to create, license, and share OER.

Pathways to Citizenship: Teaching Civics to English Language Learners

Laura Blom

<u>Session 4, Tuesday, April 12 9:30am-10:45am, Houston Ballroom C, Level 3</u>

Do you know who wrote the Federalist Papers? Do you know who was the first Postmaster General of the United States? Can you name two cabinet-level positions in the U.S. Government? Learning Civics is essential for English language learners trying to live, work, and study in the United States. Civics classes can provide learners with the opportunity and information they need to be successful in our competitive society. In this interactive workshop, participants will learn and practice methods for increasing learner retention in ESL Civics and Citizenship courses. Participants will discuss how to design an ESL civics course and what topics to include in the curriculum. Participants will review the skills and vocabulary required to pass the U.S. Citizenship reading, writing, and civics exams. They will examine how to incorporate activities and technology into the classroom that utilize those skills and terms. Participants will also review a multitude of civics print, video, and online resources for instructors and learners.

Talking About Wordless Picture Books: A Tutor Strategy Supporting ELLs

Patricia Lovett

Session 4, Tuesday, April 12 9:30am-10:45am, Remington Room, Level 4

A challenging economy, increasing populations with English as a second language, and a growing awareness of the nation's literacy crisis have prompted a surge of interest in literacy-related volunteerism. Wordless picture books provide an accessible avenue for teachers, tutors, and volunteers to engage students in literacy development with just a little training and a lot of conversation. Participants will explore an innovative toolkit designed to provide family literacy programs with tools, strategies, and resources needed to effectively integrate volunteers into their program services.

Teaching Mathematical Reasoning

Anthony Chan

Session 4, Tuesday, April 12 9:30am-10:45am, Dallas Ballroom A1, Level 1

This session will give teachers strategies to teach mathematical reasoning. Participants will take back the to the classroom many real-life examples that will help dispel students' fear of mathematics. Participants will learn how to introduce algebraic reasoning to their students, and apply different strategies for teaching numeric patterns, relationships, and functions based on real-life situations. Participants will also explore strategies to help students model quantitative relationships using algebra and geometry.

Texas Online Learner Database—Data Collection Tool for Organizational Success

Sheri Suarez Foreman, Martin Loa

Session 4, Tuesday, April 12 9:30am-10:45am, Trinity 4, Level 3

The Texas Online Learner Database (T.O.L.D.) was developed by Houston Center for Literacy and designed for statewide tracking of adult learners in community-based organizations, faith-based organizations and workplace literacy programs. This database is a no/low cost, web-based solution for organizations who do not have the resources to purchase a more expensive solution. Houston Center for Literacy received a grant from Dollar General for the initial phase of T.O.L.D. development. T.O.L.D. was piloted, evaluated and tested in partnership with Texas Center for Advancement of Literacy and Learning (TCALL) and Texas A&M University. T.O.L.D. is a solution for agencies that previously relied upon excel spreadsheets and other non report producing systems. T.O.L.D has since been copyrighted and and is in its second phase of upgrade. T.O.L.D. is more user friendly and able to produce multiple many organizational reports. T.O.L.D. is now available to agencies outside of Houston and Texas.

The Impact and Outcomes of PLCs in a Correctional Setting

Rosary-Joyce Kennedy, Lee Turley

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 3, Level 37

This session will engage participants in the experience of three cohorts of adult education teachers who built professional learning communities (PLC) for professional staff development and student success in a correctional setting. This presentation will involve a sharing of the teams' purposes, processes, outcomes, and best practices that session participants may hone and use in their respective programs.

Transferable Skills, Interactive Activities, and the CCRS: What's the Connection?

Ronna Magy

Session 4, Tuesday, April 12 9:30am-10:45am, San Antonio Ballroom A, Level 3

Adult English language learners who are furthering their academic studies and entering the workforce or civic life need both content knowledge and transferable employability skills to succeed and thrive. In this hands-on workshop, the presenter shares ways to integrate interactive classroom activities for beginning to advanced English language learners which both implement the College and Career Readiness Standards and include workplace, academic, and civic content.

Using "The Google!"

Melinda Holt

Session 4, Tuesday, April 12 9:30am-10:45am, Majestic 1, Level 37

Cloud computing is here! And what better tool to use than Google to forge an enhanced learning and teaching experience in an adult education setting. Google is easy to use, there are no special downloads, no subscriptions, workflow and productivity are increased and Google is free! Both student and educator benefit! This presentation will briefly introduce specific Google tools such as calculator, Phrasebook, Books, Keep, and Sites. Examples of each tool will be shown as well as how they can be used by both student and educator in and out of the classroom. Google Drive's sharing and collaborative aspects will be the main focus where participants will be shown and learn how to create different Google files, upload and convert files and folders, organize and find items in their Drive, as well how to share in real-time with colleagues or students.

"I'm Not Afraid of Math Anymore!" for High School Equivalency Tests

Susan Bernard, Christopher Myers

Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom A3, Level 1

Do your students struggle with math? "I'm Not Afraid of Math Anymore!" is user-friendly and full of common, everyday words and color-coding to make math 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, which are available in both English and Spanish. Participants will receive a side-by-side comparison of the contents of both the GED® prep and HSE prep versions and a correlation between the HSE prep book and the HiSET® 2015-2016 practice tests.

Achieving Workforce Integration Before WIOA - Lessons Learned from Moving AEL Services in Texas

Garrett Groves, Anson Green, Jon Engle, Tamara Clunis

Session 5, Tuesday, April 12 11:00am-12:15pm, Houston Ballroom C, Level 3

In 2013 Texas transitioned the Adult Education and Literacy program to the Texas Workforce Commission, effectively foreshadowing many of the challenges and opportunities that states are seeing now as part of the reauthorization of WIOA. With a two year WIOA head start in workforce and career pathways integration, how have Adult Education and Literacy services changed and been improved, and what were the lessons learned (and are still being learned)? Join the Texas State Director and two local program directors in sharing their perspectives in a candid discussion that will support states that are now planning and implementing workforce and career pathways changes under WIOA.

Bigger and Better in Waterloo: Collaboration as Key to Students' Transition to Postsecondary

Anna Laneville,

Session 5, Tuesday, April 12 11:00am-12:15pm, Trinity 1, Level 3

The Transition Program at Hawkeye Community College's Metro Center is bigger and better than ever. This interactive session will illustrate how adult education's collaboration and partnerships with other agencies and programs proves essential to every student's successful transition to post secondary, especially in light of WIOA. Participants will experience how Hawkeye's Transition Program has built the program's philosophy of collaboration, which includes components from Dr. Carol Dweck's research on mindset and from Powerpath's participatory learning techniques.

Blending Books and Bytes—Hybrid Instructional Strategies in the Adult Education Classroom

Jeffrey Goumas

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 6, Level 37

Blending print and digital instruction into your daily instruction is easier said than done. With an increasing number of technology tools available to assist with helping adult learners develop the skills needed for college and career readiness, knowing how to use the right resource at the right time without overwhelming your students (and yourself!) takes both planning and an understanding of the features and benefits of your digital programs. During this presentation, participants will learn about various models for blending digital and print instruction and evaluate the effectiveness of each within the adult education classroom. Through active discussion of the many vendor-developed and free digital tools available and the various strengths of each, participants will develop strategies for leveraging the digital tools available to them in meaningful and effective ways with their students.

Building Partnerships to Explore and Expand Adult Literacy

Deborah Cash Bargabus, Diana Brace

Session 5, Tuesday, April 12 11:00am-12:15pm, Houston Ballroom B, Level 3

Working in adult literacy can take many forms including community-based programs, blended partnerships with organizations with specific instructional needs, and research agencies working to improve and contribute to the field of adult literacy. While all programs focus on supporting adult learners and helping students reach real educational goals, sometimes the needs extend beyond what one organization can do. By really assessing and looking within your community, determining what partnerships should look like for your organization, and looking at research opportunities, adult literacy programs can expand their reach, create impact in their communities through being flexible and innovative, and help to bridge the gap between research and practical implementation of adult literacy programs.

Capitalizing on New and Emerging Education Market Opportunities

Aaron Patterson

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 3, Level 4

Challenges in meeting standards make programming and corresponding student achievement much more difficult. Students face challenges meeting new rigor including, but not limited to, the Common Core. This highly interactive session will help you develop strategies and programs for emerging skill-based educational opportunities including three new high school equivalency tests, two new college entrance exams, one new Career Readiness Test Certification series, and eight elementary through high school Common Core exams.

Collaborative Teaching: Collaboration, Transition, Success!!

Shawn Jensen, Karla Sampselle

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 7, Level 4

ntegrated instruction/team teaching is an effective approach to transition English language learners and basic education students into program level career ready courses. Explore the benefits and challenges to team teaching while learning how to work together to overcome those challenges. Discover how you can successfully incorporate integrated/team teaching into your own classrooms and tutoring sessions. This session is essential due to the the changes in funding opportunities through WIOA.

Come "Hangout" with Google!

Jamie Bearden, Terri Gustafson

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 1, Level 37

This interactive session will guide you through how to use Google Hangouts, a free online meeting tool. Participants will learn how to schedule a hangout, how to invite participants to the hangout, how to broadcast a hangout, and how to distribute videotaped hangouts. Participants will need to have or create a Gmail account prior to the session. The use of personal electronics (tablets, smartphones, etc.) is encouraged!

Correctional Career Pathways: A Journey to Hope

Kim Gass, Debbie Fillers

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 6, Level 4

Correctional Career Pathways: A Journey to Hope is a program funded by the State of Tennessee Department of Labor and Workforce Development. A local community need for employees prompted research and development of a program to empower incarcerated individuals from a local detention center. The 40-hour "Makin' It Work" curriculum, a cognitive behavioral soft skills training program, engages nonviolent offenders re-entering the community and the world of work. The goals for this program are to give second chances, allow inmates to earn money to pay back fines, fees, and restitution as well as put some money aside for release. All these have been met exceedingly plus more that were certainly unplanned.

Creating Powerful Professional Development and Adult Education Certification

Steven Schmidt

Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom D1, Level 1

Historically, professional development in our state touched a small percentage of instructors and consisted mostly of paperwork training done by local programs. In 2012, North Carolina launched a bigger and better model where instructors were encouraged to earn a series of stackable certificates. Find out how we launched this program, how it works today, how local programs have responded, and what a recently completed research study says about its exciting results!

Cyber ESL: Technology and Blended Learning

Stephen Alderson, Anthony Workman, Julie Kalsow

Session 5, Tuesday, April 12 11:00am-12:15pm, State Room 1, Level 3

Instituto del Progreso Latino is excited to share experiences from a year of its new blended learning program. Cyber ESL breaks out of the classroom and brings wireless internet technology into homes in Chicagoland Latino communities for the purpose of English language learning. We will share details of project design, technology utilization, and course outcomes.

Early Findings from the National Study of the Use of Online Learning to Support the Literacy and Math Skill Development in Low-Skilled Adults

Robert Murphy

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 8, Level 37

Thirty-six million U.S. adults do not have the basic skills required to qualify for many future entry-level jobs. To address this issue, the Joyce Foundation funded SRI International's Center for Technology in Learning to study the role of new online technologies in improving the literacy and math skills for low-skilled adults in ABE programs. The implementation of the study is taking place during fall 2015 and spring 2016 across 15 ABE program sites. Program sites range from medium-sized community-based organizations to ABE programs offered by large community college networks. This workshop will present early findings from this study from the use of the five online technologies—GEDAcademy, Core Skills Mastery, MyFoundationsLab, ALEKS, and Reading Horizons—during fall 2015 by more than 1500 learners.

ETS High School Equivalency Testing (HiSET®) Program

Jason Carter, Gladys Recinos

Session 5, Tuesday, April 12 11:00am-12:15pm, Trinity 3, Level 3

At the request of more than thirty states, Educational Testing Service (ETS) and the University of Iowa (ITP) have collaborated to develop a high school equivalency testing program, HiSET®. The assessment is an alternative to the GED, and launched in January 2014. HiSET® is currently adopted in over 17 states and jurisdictions. This session will provide valuable information about the ETS HiSET® program.

Evidence-Based Principles and Practices for Writing Instruction

Dianna Baycich

Session 5, Tuesday, April 12 11:00am-12:15pm, Houston Ballroom A, Level 3

Participants will explore and discuss the principles and practices for adult writing instruction from the National Academies publication Improving Adult Literacy Instruction: Developing Reading and Writing. Participants will reflect on current practice and think about what changes to make in their writing instruction.

GED Classes That Build Workplace Skills

Paul Loupe, Laura Blom

Session 5, Tuesday, April 12 11:00am-12:15pm, Remington Room, Level 4

We will profile our program's development of a curriculum that has incorporated workplace skills. We will discuss why we followed the College and Career Readiness Standards to be inclusive of these skills. We will show how the skills development has benefited our students. We will also provide examples of how we incorporated this skill development with lesson plan examples from our actual courses. We will look forward to how we envision the next phase of adult education development to be defined.

I-Better: Successes and Lessons Learned Through Implementing I-BEST Programs

Wendy Scheder-Black, Laurie Kierstead-Joseph, Lisa Grenier

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 8, Level 4

This session will focus on what we learned through implementing two different Integrated Basic Education and Skills Training (I-BEST) pilot programs, one for ABE/ASE students and one for English language learners. Through implementation of these two pilot programs, we learned what to do, and what NOT to do, in program identification, student recruitment, co-planning and co-teaching, assessment of progress, and transitioning to employment. Join us to learn from our mistakes and successes and make your I-BEST program I-Better!

Integrating Technology into the Career and College Readiness Standards for ELA and Literacy

Nell Eckersley, Debra Hargrove

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 7, Level 37

By now we all know we need to integrate technology into our teaching practice and we also know that Career and College Readiness Standards (CCRS) for English language arts (ELA) and literacy contain key shifts that impact what we include in instruction. In this session we will look at how technology integration and CCRS for ELA and literacy shifts and anchor standards can inform each other and we will demonstrate some promising practices for how to bring them together in your teaching practice.

Intentional Connections: Providing Low-Level Students Pathways to Success

Lynnda Shields, Robert Sandhaas

Session 5, Tuesday, April 12 11:00am-12:15pm, Trinity 2, Level 3

Presenters will provide information about a program designed to provide intensive support to low-level developmental students. Participants will gain an understanding of specific strategies to plan, develop, and implement similar programs on their own campuses. The program's student success rates will also be shared.

Lean Load Instructional Design

Shannon Sims

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 2, Level 4

According to the U.S. Department of Education, 80% of learning disabilities are due to weak cognitive processing skills. Struggling learners often have weak cognitive processing skills and undiagnosed learning disabilities that impact their working memory, processing rate, and ability to focus during learning activities. Strong cognitive processing skills are critical to meeting the increased cognitive demand of the new HS equivalency tests. Learn how Lean Load Design reduces cognitive load and helps learners focus, engage, and retain critical information. Lean Load Applications strengthen cognitive processing skills in core fundamentals and build learner proficiency and confidence. Learn how to integrate Mockingbird's Cognitive Lean Load Applications into instruction to teach and strengthen core fundamentals required on the HS equivalency tests.

Learning Without Limits: Techniques, Tools and Best Practices for a Successful Hybrid ELL Course

Tara Plouff

<u>Session 5, Tuesday, April 12 11:00am-12:15pm, State Room 2, Level 3</u>

Rigid class hours and locations often force English language learners to choose between their work, family, community, and education—with the latter usually being the first sacrifice.Educators can facilitate student success and persistence by providing ELLs with the flexibility and limitless potential of a hybrid course. When ELLs have access to interactive English language tools day or night, they are more likely to devote time outside of class for studying, make larger gains, and become self-directed learners. This presentation will discuss building and maintaining a hybrid course, free and subscription online tools, and teaching techniques and best practices that encourage students to actively engage in their own learning process both inside and outside of the classroom. Participants are encouraged to bring a laptop or tablet for hands-on interactivity as online tools are shared, demonstrated, and explored.

Paired Reading: A Better Path to Developing Critical Literacy and Cross-Cultural Awareness

Lori Howard, Jayme Adelson-Goldstein

<u>Session 5, Tuesday, April 12 11:00am-12:15pm, State Room 3, Level 3</u>

High-interest, paired readings help English learners, at any level, better develop their critical literacy and cross-cultural awareness while expanding their reading strategies—important elements of college and career readiness. Participants explore the key steps in creating, preparing and teaching paired reading lessons and in developing text-dependent questions essential for learners' comprehension of the text. Sample readings and lesson plans provided.

Preparing Students for Numeracy in the Workforce

Cynthia Bell

<u>Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom A1, Level 1</u>

Numeracy can be defined as "the knowledge and skills required to effectively manage the mathematical demands of diverse situations." The workplace can present many diverse situations. What are some ways to teach numeracy skills and prepare students for these situations? In this workshop, we will discuss best practices for developing numeracy and employability skills such as scenarios that don't require computations and using logical reasoning to develop solution pathways.

Students May Be Closer than They Appear

Tonya Crum, Sarah Wilkins, Ed.D.

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 9, Level 37

In a world of computer-based testing, more computer-based curriculum products are available for learners. Do you have a plan in place to meet the needs of students who can't come in to the learning center regularly? In this session, we'll look at strategies for meeting the needs of learners while keeping up with all the bosses require too!

Take up the Gauntlet! Transform PD into PLC with Some TLC

Irene Ramos, Laura Barrera

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 2, Level 37

This session will introduce cutting-edge ideas to turn bare compliance staff development into real growth and learning through building of professional learning cCommunities. Participants will take away new insight into what teachers want to get out of in-service and how to balance their "wants" with program requirements. Lots of modeling of best practices, SEL, discussions, EQ, brain-based strategies, and interactive learning with ideas galore!

Taking Tech by the Horns: A DIY Approach to Bringing Better Technology to Learners Who Need It Most

Gabriel Martinez, Patti Constantakis

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 4, Level 37

According to the TYTON Report, which examined how the field of adult education interacts with technology, most adult education program administrators know they need technology to help their students. What they are not always so clear about is how, with limited resources, they can provide that tech to their students who need it most. Most panels that look at this question share best practices about how to purchase technology, but this presentation will take a more DIY approach. From our work with the Beacon Project, which is a coalition of exemplary adult ed sites from across the U.S., we see there is a cost-effective way to get that tech into the hands of low-skilled learners, and this solution goes beyond purchasing software and hardware. We hope to break down the process of how adult ed sites can take a proactive approach to the creation of tech for their learners by teaming up with local developers. Even someone who has no background in tech, as we will demonstrate, can take this approach to great effect.

Taking the Mystery Out of Launching a Financial Education Program

Mary J. Schultz

Session 5, Tuesday, April 12 11:00am-12:15pm, Trinity 4, Level 3

Mary Schultz will deliver a sample 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.

Technology in the Adult Education Classroom

Mitch Rosin

Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom D3, Level 1

This workshop will examine the research and trends for the use of technology in the classroom, best practices for teachers when instructing in an online and/or blended classroom, how to create blended learning models, and the benefits for learners.

The GED and Minority Language Groups

Laurel Anderson, Ryan Monroe, Chenniah Patrick

Session 5, Tuesday, April 12 11:00am-12:15pm, San Antonio Ballroom A, Level 3

A recent overhaul to the GED exam has made it significantly more difficult for all students to pass, further adding to the burden of those who must take it in a second language. The revamped 2014 version of the exam highlights the need for accommodations for speakers of minority languages who must take the test in English. In fact, there is plenty of precedent and research to make a compelling case for why and how GED Testing Services should better support all non-native English speakers.

Vocabulary of Math

Dorothea Steinke

Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom A2, Level 1

From basic English "operation" words for ESL to translating word problems into numbers, learn (and practice) what your students need to know to read math.

Volunteer Training Initiative: Responsive Training for Nonprofits

Jennifer Edwards

Session 5, Tuesday, April 12 11:00am-12:15pm, Majestic 3, Level 37

This presentation details Literacy Texas' Volunteer Training Initiative funded by the Texas Workforce Commission. This initiative provides professional development and training to an underserved group of adult literacy providers—volunteers, tutors, instructors, and staff members of non-profit literacy organizations in Texas. The three major tenets of the Volunteer Training Initiative are an annual conference, regional symposiums, and a website that includes free, accessible online training activities. This approach changes the previous professional development and training format of an annual statewide conference to a series of regional events and the always-accessible online training. Currently, few states beyond Texas have an organized professional development and training program for non-profit literacy organizations. This presentation details the inner workings of the Volunteer Training Initiative and will help uncover what is required to start a similar program.

We Have Two Constitutions?!?!

Kimberly Harris

Session 5, Tuesday, April 12 11:00am-12:15pm, Cityview 1, Level 4

This workshop models lessons that teachers can use in the classroom with their students on the Articles of Confederation (our first constitution) and the U.S. Constitution. Participants will be given the opportunity to explore the topics and grow their knowledge base so they can effectively implement the activities with their students. Emphasis is placed on building academic vocabulary, modeling strategies to engage with the documents, creating excitement with the topic, building knowledge of the "enduring issues", understanding how these documents connect to present day issues, and understanding the implications for social studies extended response writing. Participants will leave with all the tools they need to teach these founding documents to their students.

WIOA for Low-Level and Multilevel Classrooms: Career-Infused Adult Education

Lennox McLendon

Session 5, Tuesday, April 12 11:00am-12:15pm, San Antonio Ballroom B, Level 3

We understand I-BEST type services for upper-level classes, but how do you implement WIOA for low-level and multilevel classes? The session subtitled "Career Infused Adult Education" provides you with resources and strategies to retain the good work you are doing now while infusing content relevant to your students via a) contextualization around high-demand jobs in your area, b) job readiness skills, and c) career awareness and exploration. In addition, we will explore options for organizing your classroom to accommodate these career-infused resources, activities, and strategies. You will leave this session with ideas, materials, and activities you can not only take home and use next week and share with your colleagues but also assist your program in complying with WIOA.

You've Got to Move It Move It!

Denise Hinojosa Orand

Session 5, Tuesday, April 12 11:00am-12:15pm, Dallas Ballroom D2, Level 1

Gone are the days when people in search of knowledge sat passively in seats waiting for someone else to drive them to their desired destination. Today's learners seek out information from a variety of sources and want the opportunity to provide feedback and interact with other—instantly. This session will provide a variety of ideas about how to help students develop higher-order thinking skills, work with others, and begin developing their own pathways to success.

A Teacher-Leadership Approach to College and Career Readiness Standards-in-Action

Hillary Major

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 2, Level 37

In our second year of participating in the College and Career Readiness Standards-in-Action (CCR SIA) initiative, Virginia is focusing on expanding knowledge of these approaches beyond pilot regions to reach practitioners across the state. In this session, state coordinator Hillary Major will share Virginia's teacher-leadership approach, which focuses on training small leadership teams from each region in the state. By supporting these regional teams, Virginia aims to launch professional learning communities (PLCs) throughout the state, a significant change from current professional development models that prioritize standalone, on-site trainings. Miss Major will discuss Virginia's experience in providing initial training to the CCR teacher-leadership teams, methods of following up with the cohort, challenges, practitioner feedback, and ongoing plans. There will be opportunities for Q&A and for sharing among participants from different states and localities.

ABE/GED Train the Trainer—Go Motivate! Effective Strategies for Adult Educators to Improve Retention, Persistence, and Motivation Among ABE/GED Adult Learners

Dr. Lynn Taylor

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 8, Level 37

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.

Adult Literacy and Libraries: Fostering Community Partnerships for Student Success

Kristin Lahurd, Elizabeth Gaylor, Sara Orellana, Zina Clark, MyTesha Tates

Session 6, Tuesday, April 12 2:00pm-3:15pm, Remington Room, Level 4

his panel discussion centers on the experiences of American Dream grant recipient libraries in fostering effective partnerships with community-based organizations to better serve adult English language learners. The panelists—from the American Library Association, a grantee library, and a community-based organization—will facilitate a strategic conversation, reflecting on their process with concrete steps and lessons learned and inviting attendees to share their experiences and aspirations. The partnerships allow libraries to provide literacy resources, materials, and opportunities that increase access and learning for adults, remove barriers, and facilitate immigrants' transition to life in the United States and, ultimately, their success. This program is appropriate for all conference attendees, including those whose work does not currently involve public libraries.

Best Practices in Corrections Education

Jane Bledsoe

Session 6, Tuesday, April 12 2:00pm-3:15pm, Cityview 6, Level 4

Inmates have traditionally performed better on the GED® test than public students. We have seen steady improvement in the inmate pass rate throughout 2015 and into 2016, mirroring the experience of the public test taker. National data on inmate performance will be shared. The highlight of this session will be ideas shared by adult educators from states with higher than average pass rates for inmates. We will discuss what some of the best adult ed programs in the country are doing to prepare their test-takers and get better than average outcomes. We will explore best practices as well as tips and tools for working in the new computer-based environment. Finally, we will share information about the new GED Ready-Offline practice test for Corrections, and how it will work in institutions where the existing form of GED Ready has not been implemented due to facility constraints.

Better Tools, Bigger Impact: Using the Empowerment Marketplace as a Low-Cost Option for Job-Seeker Training and Mentoring

Jodi Rothwell

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 5, Level 37

Online and blended-learning tools offer adult education instructors the opportunity to benefit from technology and teaching resources in the marketplace so they can focus their time on essential in-classroom learning. But many of those options are just too cost-prohibitive and difficult to implement by a small team. AdvanceNet Labs has developed a low-cost, supported tool so instructors can offer students online learning that can get them on the right path for career planning. In addition, we have developed a Mentorship platform that provides world-class professionals to assist the students at the foundational start of their careers, and beyond. This presentation will focus on the Job Seeker curriculum specifically.

Bigger and Better Integrated Education and Training: A Unique Collaboration

Michele Pappalardo, William Schaffer

Session 6, Tuesday, April 12 2:00pm-3:15pm, Cityview 7, Level 4

This workshop will inform and demonstrate how Northampton Community College designed an innovative, collaborative training model embedding adult education as an integral component in two new non-credit to credit career pathways in regional high-demand occupations in hospitality and healthcare. These pathways lead to both employment and/or postsecondary education.

Bigger and Better Tools for Reaching and Teaching Adult Learners Using Integrated Technology

Stephanie Cowan, Julie Garrett

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 1, Level 37

This is an interactive presentation facilitated by the NTI instructional team from the NTI Adult Education Center. The instructional team has a combined teaching experience of over fifty years working with diverse populations and instructional environments. Workshop participants will learn and practice instructional activities using integrated technology including links to free web-based resources and other software applications that will be immediately useful with their own adult learners and classrooms. The team of the distance learning coordinator, GED® coordinator, and WAGE™ coordinator will share how hybrid classes are served with integrated technology for bigger and better adult student success in the Center.

Brainstorming and Writing with Sparks!

Enrique Lerma, Aaron Sanchez

Session 6, Tuesday, April 12 2:00pm-3:15pm, San Antonio Ballroom B, Level 3

This presentation examines the problems students encounter while brainstorming and offers an innovative, unique and highly effective evidence-based solution The purpose of this session is to train instructional staff to teach students how to easily generate ideas for brainstorming and writing assignments. The process will be taught to participants and a simulated activity will be administered. The presentation is in seminar style and is for anyone teaching writing courses, essay development, tutoring English, as well as administrators. Participants will be able to teach students how to remedy "writer's block", and teach students how to develop longer and more comprehensive essays. Participants will be able to improve their students' writing abilities for increased student success.

Building Bridges for Success: Utilizing NCBOs to Serve Developmental Education Students in Career and Technical Education Programs

Tamara Clunis, Michelle Lamons, Rodney Littau

Session 6, Tuesday, April 12 2:00pm-3:15pm, Cityview 2, Level 4

Texas community colleges continue to struggle with providing basic skills instruction for developmental education students exempt from any remedial coursework when enrolled in Level 1 certificate programs. Amarillo College has implemented a comprehensive non-course based (NCB) bridge program for students in technical and health science certificate programs. This presentation will share the journey of one community college with creating innovative bridge programs to serve these students. Participants will learn about the proactive advising process, student onboarding requirements, and soft-skills components included in the program curriculum. Student baseline assessments using the Test of Adult Basic Education (TABE) will be provided. Participants will learn about three different bridge models and the curriculum alignment process. Student success data from the two semester pilot will be shared.

BYOD: Laptops, Tablets

Marvin Superville

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 6, Level 37

Laptops, tablets and smartphones in the adult education classroom—"bring your own device" (BYOD) initiatives are changing the way we approach educational technology in the classroom. We will look at websites, software, and lesson plans that facilitate this approach in adult education classrooms.

Change the Prompt! Making the GED/HSE Essay More Relevant for ABE Students

Dan DeVers

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom D1, Level 1

With OCTAE's new, sharper focus on transitions to postsecondary education, employment and training, support for career pathways, integrated education and training, and other promising approaches, teachers will now be expected to incorporate employability/soft skills into current curriculum. This makes perfect sense due to the fact that most students come to adult education because they need a job. In order to obtain these jobs, not only do students need to increase their academic skills to pass the GED/HSE, but also students need to demonstrate understanding of skills needed to enter into the workforce. One method of easily integrating these skills into the classroom is through the preparation of the GED/HSE essay.

Common Mistakes to Overcome and Pronunciation Techniques for Adult English Learners

Lee Shainis, Marcie Smith

Session 6, Tuesday, April 12 2:00pm-3:15pm, State Room 1, Level 3

Spanish speakers and other non-English speaking adults make similar mistakes with the English language, often because of literal translations that don't work and sounds that don't exist in their language. The 14-16 most common vowel sounds in English and many consonant sounds do not exist in their native language. As teachers we know that pronunciation goes a long way to being understood. This fun, engaging workshop provides tools, worksheets and categories of mistakes that will help identify and help to correct both grammatical and pronunciation mistakes you hear at every level.

Connecting the Adult Education Field: On-Demand Professional Development (LINCS)

Kaye Beall, Tim Ponder

Session 6, Tuesday, April 12 2:00pm-3:15pm, Houston Ballroom B, Level 3

The Literacy Information and Communication System (LINCS) provides a variety of resources and services through its Resource Collection, Community of Practice, Learning Portal and Regional Professional Development Centers. Learn about each of these components and explore the website. Explore the new LINCS Learner Center, a portal that connects adult learners to free online resources! Discover new online courses, resources, and tools and hear the latest information on upcoming opportunities. Learn about current initiatives such as digital strategies, OER STEM, and ESL Pro. BYOD

Continuous Improvement and Performance Accountability Texas Style: A Quality Model for Program Management

Anson Green, Mahalia Baldini, Lori Slayton, Carrie Tupa

Session 6, Tuesday, April 12 2:00pm-3:15pm, Trinity 3, Level 3

Performance improvement and accountability are hallmarks of service delivery under the Workforce Innovation and Opportunity Act. Texas initiated a statewide quality model for local AEFLA provider program management after the state adult education program transferred to the Texas Workforce Commission in 2013. This session will describe how the state office and local programs collaborate to drive increased student success using a data-driven approach across educational, and postsecondary transition and employment outcomes. Presenters will describe their roles in a system approach that includes monthly local performance and expenditure reporting, state office provider support, professional development linked to program improvement, monthly executive staff briefing, external monitoring and evaluation, and corrective action and continuous improvement support. Reporting tools and policies, performance logic model, and performance outcomes will be shared with attendees.

Enhancing Reading Instruction for Adults Using the PIAAC Framework for Literacy

Amy Trawick

Session 6, Tuesday, April 12 2:00pm-3:15pm, Trinity 4, Level 3

Come explore the conceptual and assessment tools that guided the international Survey of Adult Skills (PIAAC) literacy assessment and that can be used by practitioners to inform reading instruction. Participants will engage in hands-on activities and will leave with ideas for planning, finding reading materials, and structuring activities at different levels. Teachers of students at all reading levels are welcome, but teachers at the lower and intermediate levels may find the workshop especially beneficial.

Give Employers What They Want: Work Ethic

Josh Davies

Session 6, Tuesday, April 12 2:00pm-3:15pm, Trinity 2, Level 3

No matter what sector or region, employers are increasingly hiring talent based on soft skills like attitude and ambition, with the hope that they can train them to be up to par on things like tech skills and industry knowledge. These foundational behaviors are the top traits that hiring managers are looking for in candidates, and yet we focus almost all of our training on academic and technical skills. Discover cutting-edge tactics for building the foundational behaviors of work ethic, and give employers what they REALLY want!

Increasing Persistence for Bigger and Better Outcomes

Tracy Noles

Session 6, Tuesday, April 12 2:00pm-3:15pm, State Room 3, Level 3

Does your program struggle with recruiting families? Or is keeping them more of a challenge? This interactive session will include a review of current research in student persistence, types of barriers to persistence, and practical ideas for program development that address barriers to ensure families have every opportunity to successfully complete goals. Included in this discussion will be implications of persistence on college and career readiness, the importance of providing contextualized activities to increase persistence and free resources designed to spark family curiosity leading to higher levels of engagement.

Keynote Respondent Panel and Twitter Town Hall

Amanda Bergson-Shilcock

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom B, Level 1

Join us for a moderated panel of key thought leaders from the adult basic education, workforce, and community college sectors as they offer responses to the keynote address and discuss WIOA implications and potential opportunities for collaboration. #COABETTH16

Making Data Work For You & Your Learners: Understanding Workforce Data Tools

Jenna Leventoff

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 7, Level 37

While adult educators are already quite familiar with the National Reporting System (NRS), the new Workforce Innovation and Opportunity Act provides fresh opportunities to use data to improve services for adult learners, and advocate for effective policies. In this workshop, get a practical overview of the workforce data landscape, and how you can use new tools to help advocate for adult learners. Find out how states are aligning data from across Career and Technical Education, adult education, and higher education systems. Understand how a "pathway evaluator" can trace the path your learners take to employment -- and ultimately help you build a stronger adult education program. And much more!

Making Distance Education Bigger and Better in Texas!

Nancy Dunlap

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 3, Level 37

In order to build capacity and expand and improve the performance of adult education and literacy distance learning in Texas,the Texas Workforce Commission initiated the Distance Learning Mentor Project. Northside ISD AEL, located in the Alamo workforce development area, will mentor four sites, each with different DL goals or expectations for the 2015-2016 year. Each site will be assigned a DL Coach to provide ongoing technical assistance in the areas of DL registration, Professional Development, orientation, screening methods of delivery, documentation, data entry into TEAMS, and locating space and resources for DL instruction.

Making WIOA Work for Immigrants

Debra Means-West, Amanda Bergson-Shilcock

Session 6, Tuesday, April 12 2:00pm-3:15pm, San Antonio Ballroom A, Level 3

This session will allow participants to learn more about how the Workforce Innovation and Opportunity Act (WIOA) can provide new opportunities for immigrants through its increased focus on four themes: sector partnerships, career pathways, cross-program data and measurement and job-driven investments. The presenters will provide an overview of this new legislation and its potential to improve service delivery to immigrants who may have been underserved by traditional workforce and adult education programs. They will discuss ways in which immigrant-serving agencies can access WIOA funding, explore opportunities for innovation and address the needs of specific populations such as highly-skilled immigrants and limited English proficient individuals.

Meta-What? Developing Metacognitive Skills with Our Adult Learners

Cynthia Campbell

Session 6, Tuesday, April 12 2:00pm-3:15pm, State Room 2, Level 3

Metacognition essentially means "thinking about thinking" and is an important skill for adult learners to grow in their abilities and own their learning. However, adult learners often need to be taught these skills explicitly. This workshop will provide an overview of metacognition and what it can mean to the adult learner. Then, after exploring some general strategies, participants will work on identifying and planning strategies for their own teaching settings.

NMSU-Alamogordo Adult Education Retention Plan

Judith Strawderman

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom D2, Level 1

Retention starts with getting students into the classroom and keeping them. Adult education students have many obstacles for not attending class. This presentation will outline a pilot program the adult education program at NMSU-Alamogordo has instituted to outline the commitments students must undertake to be successful in the program.

Reaching DACA-Eligible Immigrant Youth with Adult Education Services

Margie McHugh, Greisa Martinez

Session 6, Tuesday, April 12 2:00pm-3:15pm, Houston Ballroom C, Level 3

Among the nearly two million youth who could be eligible for work authorization and protection from deportation under the Deferred Action for Childhood Arrivals (DACA) program, an estimated 400,000 would need to enroll in an adult This session will provide an overview of the DACA program and its benefits, and explore a variety of initiatives taken by adult education programs and system administrators—both alone and in partnership with immigrant-focused organizations—in order to support potential DACA applicants, as well as those who have already been approved for the program's protections. Participants will gain ideas for how to productively partner with local legal service providers, community networks, consulates, and funders to improve the educational success of DACA-eligible youth.

Seven Layers to a Purposeful Career

Juli DeNisco

Session 6, Tuesday, April 12 2:00pm-3:15pm, Trinity 1, Level 3

In light of the WIOA legislation, and the spotlight on career pathways, this workshop will lay the foundation for adult education students to search for a purposeful career. Based on the memory of my father's purposeful career as a bricklayer, who viewed his brick and stonework as art, and the AEL career I am passionate about, this career framework was developed. Many students are not yet in a stage of student development that allows them to believe they can make choices about a career. The stages of college student development will be discussed so that staff can identify the stage each student may be in presently. With this curriculum framework the instructors are provided tools for each of the seven layers to support the student choices and provide a transition to the appropriate path. The points of the framework are passion, perseverance, proximity, possibilities, purpose, prep, and polish.

TASC Transition Curriculum Development Project

Diosdado Gica

Session 6, Tuesday, April 12 2:00pm-3:15pm, Cityview 1, Level 4

Having set out to develop and monitor implementation of both curriculum and professional development, we evaluated the connection between the written and taught curriculum with a series of lessons and accompanying workshops designed to build capacity in Common Core implementation. The project was focused on transitions in adult basic education/pre-high school equivalency settings, but has broader implications for K-12 and higher education. The TASC Transition project was not technically a research project, but was developed on the premise that the basis for effective teaching and learning should incorporate a research component with intent to make a significant contribution to the literature in this area—our thesis being that the effectiveness of curriculum design and its implementation is inextricably linked to professional development.

The College Readiness Academy: A Route for ABE Learners to Thrive in College

Tom Cytron-Hysom, Jane Graupman, Merle Greene

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom A1, Level 1

Developmental Education is often characterized as a "'black hole"—once those entering college are tracked into Dev. Ed., they tend to disappear; few ever achieve a credential or degree. The College Readiness Academy (CRA), a collaborative effort between a large urban school district, several community based organizations (CBOs) and a community college, has shown great initial success in preparing ABE students for successful entry into college. The effort bypasses traditional Dev. Ed. by providing an instructional strategy for direct entrance into credit-bearing college programs. CRA includes two tiers of preparatory classes, totaling as long as a maximum of 26 weeks if needed. Classes integrate reading, writing, vocabulary building, computer literacy, and study skills for college-level performance. Sector-specific academic training that is integrated into CRA, including healthcare and business/accounting, allows students to learn vocabulary and concepts specific to career pathways.

They Can "Mobile" but Can They "Compute"?

Ann Harris

Session 6, Tuesday, April 12 2:00pm-3:15pm, Majestic 4, Level 37

Students these days are glued to their mobile devices but do they have the full range of digital literacy skills required for success in school and work? Do your teachers have the skills they need to use technology effectively in the classroom? What are the required skills? How do you assess them? How do you improve them? During this session, we'll discuss the digital literacy skills needed by today's adult education students and teachers. We'll introduce you to Total TekAssess, Teknimedia's performance-based digital literacy assessment tool. We'll also explore the instructional resources Teknimedia offers to address digital "skills gaps" and help your students and teachers become more efficient, productive computer users.

Using Mentoring to Strengthen the Field

Andy Nash, Sally Waldron

Session 6, Tuesday, April 12 2:00pm-3:15pm, Houston Ballroom A, Level 3

Mentoring is a well-researched, effective strategy for developing the capacity and confidence of K-12 teachers. OCTAE's Teacher Effectiveness Project piloted this research in diverse adult education programs and developed resources to support mentoring in that context. Presenters will introduce the Mentoring and Instructional Leader Guides and explore various ways programs might implement the range of tools.

When the Rubber Hits the Road: State Directors on WIOA Implementation

Amanda Bergson-Shilcock

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom A2, Level 1

The new Workforce Innovation and Opportunity Act (WIOA) brings with it a host of new and newly-emphasized areas of focus for adult educators. In this panel, hear from state leaders about how they are tackling areas such as Integrated Education & Training, employer engagement, and stronger coordination between adult education and workforce programs. Hear what lessons are already being learned -- and what has been a challenge -- in their states, and how they may apply to your own. Bring your questions!

When Worlds Collide: Blended Learning for 2016

Meagen Farrell, Adam Springwater

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom A3, Level 1

How can you prepare your students and program for computer literacy, critical thinking, and the high school equivalency (HSE) exams all at the same time? Do you feel you could get more value out of your investment in technology and computer-based curricula? Join two blended learning specialists from Essential Education for examples of how adult education programs have successfully used blended learning in their classrooms. We will use an algebra lesson as a model to incorporate Webb's depth of knowledge (DOK). Come to get your questions answered, share your successes, and make technology work for you. All participants in this interactive workshop will leave with tools and strategies you can use right away, and some will receive door prizes!

WIOA: Shifts in Policy, Shifts in Practice

Kevin Franklin

Session 6, Tuesday, April 12 2:00pm-3:15pm, Dallas Ballroom D3, Level 1

This interactive presentation introduces the basics of the Workforce Innovation and Opportunity Act, and details strategies for instruction under the paradigm of the new law. Attendees will leave understanding how to implement WIOA in their classes, combining standards-based instruction with contextualized and workforce-driven instruction.

Workforce and Adult Education Integration Model

Sharon Dehn

Session 6, Tuesday, April 12 2:00pm-3:15pm, Cityview 8, Level 4

This session will communicate the value-add of a workforce-employer partnership for providing AEL services, and offer advice to identify industries with potential ABE and/or English language deficiencies and engage with employers in the community to provide benefits of the AEL program.

A Match Made in Heaven: Aligning Developmental and Adult Education Systems to Serve Students with Low Basic Skills Through Integrated Career Pathway Programs

Tamara Clunis, Linda Munoz, David Hall, Marilee Cooper

Session 7, Tuesday, April 12 3:45pm-5:00pm, Houston Ballroom C, Level 3

The overarching goal of the Texas Higher Education Strategic plan, 60x30TX, is: By 2030, at least 60% of Texans ages of 25-34 will have a certificate or degree. Accelerate TX at community and technical colleges can help the state reach this ambitious goal. Presenters will learn how Amarillo College, Clarendon College, and Frank Philips College with the Panhandle Accelerate Texas Consortium (PATX) is aligning developmental education and federal adult education services to accelerate student completion of guided career pathway programs.

Adult Education and Literacy: Work-Based Project for Construction Workers

Angela Johnson, Eduardo Honold, Amanda Perez

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 8, Level 4

Harris County Department of Education collaborated with Marek Brothers Systems of Houston, a large construction company, to develop a short-term, 30-hour course to teach specific work-based basic and foundation skills. The course prepared English language learner construction helpers and foremen to address safety issues at work, and more specifically, to submit adequate reports. The six-week hybrid course focused on safety vocabulary, safety procedures found in company documents, and typical safety scenarios that workers may encounter in their daily activities. Students were given laptops and wireless devices to access the construction modules within Burlington English, a state approved distance learning program. Additional highlights of the project included student mentors, employee incentives, and technical support.

Adult Non-Participation in Education: Detouring from the Pathway

Margaret Patterson

Session 7, Tuesday, April 12 3:45pm-5:00pm, Trinity 3, Level 3

In the era of new WIOA legislation, the need for adults to be prepared for family-sustaining careers is acute. Yet millions of Americans have stopped their educational experiences, detouring from potential career pathways without completing high school or further education. PIAAC-USA data provide numerous explanations for the detour. 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 non-participants.

Bigger, Better Writing: Using Rubrics and Samples to Improve Scores and Instruction

Carmine Stewart, Meagen Farrell

Session 7, Tuesday, April 12 3:45pm-5:00pm, Dallas Ballroom A3, Level 1

No matter what you are teaching, we have a writing sample for you! Learn how to use rubrics to help your GED, TASC, HiSET, ABE and ESOL students improve their writing skills and scores. Two members of the Essential Education design team will explain the process we use to develop our proprietary rubrics. Participants will break into small groups to practice using a rubric to grade writing samples. Everyone will leave with useful strategies and free teaching tools. Identify the skills your students need to become excellent writers and meet their educational goals!

By the Border Chat with Cheryl Keenan

Cheryl Keenan

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 7, Level 37

Don't miss this opportunity to learn what is new at OCTAE. Ms. Keenan will share information and news about OCTAE initiatives and will answer your questions in this highly interactive session.

Career Navigator: Exploring this New Role

Melissa Sadler-Nitu

Session 7, Tuesday, April 12 3:45pm-5:00pm, Trinity 1, Level 3

The world of adult education is going through some rapid change and has been for some time. Many professionals working in this field may find themselves exploring new ground in light of Workforce Innovation Opportunities Act (WIOA). Sometimes this leaves adult education leadership feeling like an intrepid explorer on a voyage into the unknown. One of the newest areas ripe and ready for expedition and adventure is the role of the career navigator. This session will introduce key aspects of the emerging role of the career navigator as well as provide crucial insight into the critical skills and abilities these staff must possess to support students. Presenters will also discuss how the role evolved and give real life examples and anecdotes from the Alamo Colleges that will give attendees insight into the development of the role in their program.

Developing Comprehensive Career Pathways Systems in ABE

Judith Alamprese, Hope Cotner, Chrys Limardo

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 2, Level 4

In this session, participants will learn about strategies for implementing career pathways in ABE programs based on the experience of states participating in the Moving Pathways Forward project funded by the US Department of Education. Highlighted will be ABE programs' approaches for ABE partnership building with workforce development and post-secondary education, provision of career and college awareness, and ABE instruction acceleration and integration of occupational content. Participants will have an opportunity to assess their current career pathways systems.

Developing Human Capital in the Age of WIOA

Mitch Rosin

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 3, Level 37

The needs of adult education classrooms are evolving. In this workshop you will learn the details of WIOA, why the law was written to include a customer focus, the use of credentials in competency-based learning, and how contextualized instruction and career pathways can help build applied workplace skills.

Differentiated Writing Instruction: Growing Successful Writers

Mary Ann Corley

Session 7, Tuesday, April 12 3:45pm-5:00pm, Trinity 2, Level 3

Learn practical strategies to differentiate instruction and help ALL your students increase their writing performance. Explore how principles of universal design for learning (UDL) contribute to a learning environment that challenges and engages diverse learners, helping them overcome their reluctance to write and find their voice. Discover how providing options for the ways that students access and participate in learning can motivate them to reach their writing potential. Participants will leave this session with numerous hands-on strategies, ready for use in teaching writing to adult learners.

Digital Challenger: Phonics-Based E-Learning for Adults

Susan Willey

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 4, Level 37

The new Digital Challenger series combines computer skills practice with phonics-based adult literacy instruction. The word analysis, reading comprehension, and vocabulary instruction Challenger is known for are reinforced with audio, video, interactive exercises, and games. Computer skills are essential to success on the high school equivalency tests and at work. Digital Challenger will prepare your students for both.

Diversity in the Classroom: Creating a Culture of Inclusion and Respect

Federico Salas-Isnardi

Session 7, Tuesday, April 12 3:45pm-5:00pm, State Room 3, Level 3

Diversity, social justice, integration: important concepts all, but how do we work them into our ESL and ABE lessons? Learn to create safe classrooms for ALL. Go beyond mere inclusivity using student-centered activities that allow teachers to integrate controversial but important topics in their lesson plans. Participants will also work on identifying their own biases and develop an action plan.

Employability and English: How to Integrate Content in One Curriculum

Sarah Lynn, Susan Gaer

Session 7, Tuesday, April 12 3:45pm-5:00pm, State Room 1, Level 3

How can we integrate employability skills in our general ESOL curriculum? Along with academic and technical skills, employability skills are critical to college and career readiness. In this session we will discuss the workplace of today and what skills are essential to getting and sustaining employment and how to develop these skills in meaningful ways in the ESOL classroom.

From Community to College: Extending Career Pathways to Engage ESL and ABE Learners

Denise Hinojosa Orand

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 1, Level 4

Developing partnerships with college staff, students, workforce agencies, and community partners is key to reaching out to communities and welcoming them into the college. Only through collaboration can the needs of those currently "outside" the college be addressed, and then met. This presentation will cover how San Jacinto College is working with others to truly bring the college to the community and then bring the community to the college.

GED® Test Outcomes and Research

Martin Kehe

Session 7, Tuesday, April 12 3:45pm-5:00pm, Remington Room, Level 4

GED Testing Service is implementing a comprehensive research agenda to document and analyze key outcomes of GED® graduates. This session will outline the major research initiatives planned and underway. Participants will learn about the exciting and significant findings that the research has produced to date about the ways in which GED® graduates are finding success in postsecondary education and the workplace.

Integrated Competency-Based Education for Underprepared Learners

Amy Girardi, David Rosen

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 6, Level 4

Since at least the 1970s, competency-based education has been an effective model for adult basic education, including English language learning. Now, the potential of postsecondary competency-based higher education (CBHE) offers faster, cheaper, and more transparent pathways that allow students to pursue their educational and career aspirations to a greater degree than ever before possible. In this session, learn how Jobs for the Future's new initiative—focused on an integrated pathway infused version of CBE—is addressing the needs of adult learners and ABE, especially ASE and transition to higher education students, merging what we already know works with a promising new movement in higher education. Presenters will share the role of CBE in adult basic education, current research, promising CBHE models, and early successes in the burgeoning work.

Integrating Workforce Preparation and Training into ESOL and EL Civics Curriculum

Lori Howard, Glenda Rose, Elsa Tanis

Session 7, Tuesday, April 12 3:45pm-5:00pm, State Room 2, Level 3

The Workforce Innovation and Opportunity Act (WIOA) emphasizes integrating workforce preparation and training into ESOL and EL Civics curriculum. Presenters from three states share their states' workforce preparation curriculum which includes integrating career awareness, contextualized instruction, and integrated basic English and skills training. Participants review and evaluate the curricula for their own use.

Mix it Up: Using an Integrated Learning Plan to Move Students Towards Success

Meryl Becker-Prezocki

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 7, Level 4

So much of the work we do in adult education is completed in isolation: CCRS, career pathways, learning challenges, participatory learning, social and emotional skills, etc. Just as instructors struggle to figure out how to put these critical and mandated elements together, students are getting a piece at a time without any cohesive plan. This session will introduce the integrated learning plan (ILP) that brings all of the core elements into one framework, mixing the both major buzzwords today with a process that can make integration easy to manage. The ILP focuses on "hosting learning"rather than teaching to innovate instruction that will lead to greater student outcomes under WIOA. Participants will see how the CCRS and career pathways are embedded with participatory learning methods and leave with a template that can be used immediately.

Mobile Devices for Adult Learners

Susan Gaer

Session 7, Tuesday, April 12 3:45pm-5:00pm, San Antonio Ballroom A, Level 3

Do you want to explore ways of using a mobile device for instruction? This workshop will introduce you to using your device to text and implement text activities in the classroom. Use the camera app and apply those images to increase comprehension. You will also learn how to use some educational apps and formative assessment tools. Apps and techniques for using both on Apple and Android phones/tablets will be covered. This is a hands-on workshop and you should bring your device to get the most out of this highly interactive session.

Publisher Alignment Certification with the GED Test

Jane Bledsoe

Session 7, Tuesday, April 12 3:45pm-5:00pm, Houston Ballroom A, Level 3

Learn about what it means to be a content-aligned publisher with the GED Testing Service. This session will include an overview of the content-alignment certification process, the publishers that have achieved content alignment, and what it means for adult educators delivering GED test prep in the classroom.

Putting Data in the Hands of the Students: Using Data to Drive Instruction

Lisa Helfrich

Session 7, Tuesday, April 12 3:45pm-5:00pm, Dallas Ballroom D3, Level 1

Want to see student learning gains shoot through the roof? Learn to use data from the TABE to focus students on THEIR individual student needs. Your students will set personal goals, visualize their progress, and take ownership of their learning.

Science, Experiments, and Cross-Curricular Instruction

Kimberly Harris

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 2, Level 37

This presentation will provide teachers with three science lessons regarding high emphasis content areas on the high school equivalency assessments. By emphasizing cross-curricular instruction, science lessons for Newton's Laws, heredity, and cell structure, function, and osmosis will become lessons that both teachers and students love. The workshop will provide lesson plans, cross-curricular integration options, and will demonstrate how simple and engaging science experiments can bring the subject matter to life.

So You Think You Can Argue

W. Christine Rauscher

Session 7, Tuesday, April 12 3:45pm-5:00pm, Dallas Ballroom D2, Level 1

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 challenging but very important skill. Before writing, adult learners need to understand how argument is used in everyday life. Activities to help adult learners listen to and analyze speeches and read brochures, reviews, advertisements and editorials looking for ways writers and speakers try to convince their audiences will be shared. The importance of close reading in this process will be discussed. Differences between the evidence-based argumentative essay and the persuasive essay will be emphasized. Ways to help adult learners become familiar with the basic components of an argumentative essay will be a focus.

Social Capital Skills: THE Missing Piece for Student Success

Laura Weisel

Session 7, Tuesday, April 12 3:45pm-5:00pm, Cityview 3, Level 4

Focused on academic skills and students working on their own, the traditional model of ABE has become its own worst enemy. The skills of working with others and knowing how to learn are essential for success in postsecondary and on the job. These are called Social Capital Skills! Collaboration, working in a team, listening to and working with diverse ideas and teammates, taking a leadership role, self-advocating, asking for help and offering help, asking questions, knowing the steps to problem solving, and speaking in a group. Join this session to discuss these skills and the unique ways to have students learn, develop, and practice the skills that will lead them to success. Just watch your persistence grow as students engage with one other and learn together!

Static to Dynamic Math Instruction for ABE/ASE

Michael Matos

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 5, Level 37

This workshop will introduce motivating activities that will prepare students for HS equivalency math questions and real world situations and demands. Participants and their students are rewarded with lessons that actively engage. Ideas with examples in lesson planning, activity creation, and delivery for the ABE 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 the workshop. Participants will learn how to create lessons that engage, explore, explain, elaborate, and evaluate. The workshop will nurture discoveries, processes, and concepts that have been learned through written, verbal, and creative projects in math instruction.

SUPPORTING ADULT ENGLISH SECOND LANGUAGE LEARNERS TO SUCCESSFULLY DEVELOP BICS THROUGH TECHNOLOGY

Boris Morew, Krista Northcut

Session 7, Tuesday, April 12 3:45pm-5:00pm, Houston Ballroom B, Level 3

Rosetta Stone has a long history of innovation in leveraging technology to meet the needs of English Language Learners (ELLs). This session will explicitly demonstrate the innovation that our Rosetta Stone® Foundations solution brings to the learner in developing a digital environment that lends itself to multiple learning modalities. We will focus on how you can follow the lead of thousands of learning institutions in developing a foundational ABE program. Such a program integrates technology to offer personalization of learning, flexibility of use in time and space, and the ability to accurately track student engagement, needs, and success rates. Clear and easy-to-replicate examples will be given of how to build and strengthen the learner's neural pathways so as to build a foundational set of Basic Interpersonal Communication Skills that will instill confidence and language proficiency in Adult ESL learners.

Technology Tips for Working with Low-Level Adult ESL Classes

Emily Box

<u>Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 1, Level 37</u>

Students and teachers alike are interested in bringing more technology into the classroom. Unfortunately, many of our lowest-level ESL students lack access and skills for using technology. Teachers often feel that they lack resources. This presentation will focus on some free and easy-to-use apps and activities that teachers can use in the classroom to make lessons more engaging and get students more involved.

Universal Design for Learning and the Math CCRS

Amanda Duffy

<u>Session 7, Tuesday, April 12 3:45pm-5:00pm, San Antonio Ballroom B, Level 3</u>

In this interactive session, instructors will receive an overview of the three guiding principles of universal design for learning (UDL). UDL is an approach to curriculum design that can help teachers customize curriculum to serve all learners–regardless of ability, disability, age, gender, and/or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs (TEAL Fact Sheet: Universal Design for Learning). While UDL may not be new to adult education teachers, we can look to these research-based principles for ways to support the teaching and learning of the College and Career Readiness Standards (CCRS). Using real-world scenarios and standards, participants in this workshop will leave with ready-to-use UDL activities that meet the demands of the CCRS. This workshop will focus on how UDL can support the math standards and is open to all teachers.

W.I.L.D. Science: Teaching Strategies for GED and NextGenScience

Richmond Onokpite, Daquanna Harrison, Meghan Snyder, Celita Pope

Session 7, Tuesday, April 12 3:45pm-5:00pm, Dallas Ballroom A2, Level 1

Join Academy of Hope Adult Public Charter School (AoH) in an interactive workshop for teaching W.I.L.D. Science! W.I.L.D. stands for Writing, Inquiry Learning, and Demonstration. These are teaching methods used in our science classes that have increased our students' interest in science, developed students' writing skills, improved classroom interaction, and also helped the students in building scientific, critical thinking and problem solving skills. The strategies that you will learn in this workshop can be effectively practiced in the classroom without the physical presence of a science lab nor the hazards associated with scientific experimentation. We will focus on how to bring the eight science practices to life for students without burdening the students with intense science information.

What If My Students Aren't HSE Ready Yet?

Mott Middleton, Deanna Crosson

Session 7, Tuesday, April 12 3:45pm-5:00pm, Majestic 6, Level 37

Instructional strategies have shifted with the advent of the new high school equivalency (HSE) tests. Now that we have these new instructional strategies in place to help students prepare for these tests, it's time to look at those students who fall into programs below the HSE level. What do we need to teach these students to move them from an ABE program into HSE? How do we need to teach these students to get them ready to move into an HSE prep class? What role can technology play in the evolution of instruction for students at different functional levels missing various skills in different subject areas? Building from solid research in digital design we are able to offer a program that is transformative in nature and not just more of the same instruction programs you have seen to date.

What Is new for TABE and TASC in 2016!

Mike Johnson

Session 7, Tuesday, April 12 3:45pm-5:00pm, Dallas Ballroom A1, Level 1

This session will cover the pending changes for TABE 9/10 to TABE 11/12 and also a reporting of TASC annual report data. If you are interested in what TABE 11/12 will include or when it will be released this session will provide you with the most current information. This session also will provide statistical information from the first twoyears of states using TASC for high school equivalency testing.

WIOA—An Investment in the American Worker

Lee Anderson, Irene Ramos, Laura Barerra, Lenny Santiago

Session 7, Tuesday, April 12 3:45pm-5:00pm, Trinity 4, Level 3

WIOA lays the foundation for meeting a daunting challenge: to impact adult learners in a way that leads to improved economic outcomes and better lives. The research is clear – soft skills fuel academic and career success. To meet this challenge, SMRT blends a team of seasoned educational experts, a multidisciplinary team of scientists that conduct research and evaluation, and a talented team of technology specialists. The traditional approach is to address these specialties in isolation, but SMRT blends people and solutions together into one Holistic Approach. Integrating long term sustained PD and process management, technology optimized portals, dynamic Distance Learning solutions, and other programmatic solutions combine to create a cutting edge and compressive approach.

"Hard Fun" and Deeper Learning: Building Engagement Through Meaningful Tasks

Heide Wrigley, Rebecca Davis

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 7, Level 4

Students preparing for work, career pathways, or academic learning often get bogged down and frustrated when presented with academic challenges and a rigorous curriculum. For many instructors, trying to meet the College and Career Readiness Standards feels like a slog and seeing the frustration (ok, boredom) in students' eyes is dispiriting. In this session, we will look at new models for teaching and learning that invite students to tackle big ideas individually and as a group. Borrowing from efforts related to the Deeper Learning movement, we will demonstrate and discuss teaching strategies associated with Hard Fun—engaging in learning tasks that are (1) relevant, (2) rigorous and (3) enjoyable. We will illustrate key concepts using examples from ABE/ESL classrooms across the United States.

Adult Literacy Through Libraries: Building a National Movement

Alicia Suskin, Kristin Lahurd

Session 8, Wednesday, April 13 9:30am-10:45am, Trinity 1, Level 3

According to the Program for the International Assessment of Adult Competencies (PIAAC), one in six American adults struggles with basic literacy. Public libraries help meet this need through such services as high-interest/low-level collections and tutoring. The Adult Literacy through Libraries Action Agenda guides libraries through this work. Attendees will participate in facilitated dialogue about how they might implement the plan and promote a national movement for library literacy. The Agenda can be downloaded at: http://www.proliteracy.org/downloads/libraryactionagenda.pdf. The American Library Association (ALA) and ProLiteracy have received funding from the Institute of Museum and Library Sciences (IMLS) to continue work surrounding the Adult Literacy through Libraries Action Agenda. ALA and ProLiteracy will work with libraries across the country to implement items from the action agenda.

All About Accommodations

Debbie Bergtholdt

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom A3, Level 1

This session will include a general overview of accommodated testing and the best way to assist students when they need help 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. ADA and other guidance will be discussed. There will be time for all of your questions.

Assess Better, Not Bigger: Formative and Summative Assessment Strategies

Jody Angelone

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom D2, Level 1

In this session participants will explore strategies for conducting ongoing assessment in the adult education classroom. We will examine current assessment practices in the adult basic education classroom and offer suggestions on planning for assessment, carrying out the plan, and using the results to improve academic programs. Examples, from all types of assessments, are used to illustrate and model various assessment activities for the classroom.

Back to the Beginning...Full Speed Ahead—Propelling Beginning Readers Forward

Kelley Provence

<u>Session 8, Wednesday, April 13 9:30am-10:45am, San Antonio Ballroom B, Level 3</u>

Catching up on what you didn't learn in 1st through 12th grades is a bear. Six hours of class time a week isn't enough. All of our students need to work on their skills outside of class. For understandable reasons, the higher the skill level of the student, the more likely that student will be to work independently away from school. Ironically, the students who need to spend the most time building a strong foundation for learning, the lower-skilled students, feel the least able to study on their own and so they don't. Consequently, many of them flounder unable to break into reading chapter books. This presentation will focus on specific techniques and tools that you can use in your classroom and that your students can use outside of the classroom to propel them into beginning chapter books.

Better Results and Bigger Learning

Jason Guard, Sean McGlade

<u>Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom D1, Level 1</u>

Innovative approaches to learning that you can apply to your classroom. Want your students to learn more and remember longer? Want to help them maximize their intelligence and perform at their best? From spaced learning to micro-environments, this presentation discusses research in how the mind works, learns, and changes. But it isn't just theory. We will discuss how you can use this knowledge to immediately transform your practice.

Bigger and Better Student Outcomes Through Professional Development

William Schaffer, Michele Pappalardo

<u>Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 3, Level 37</u>

This workshop is designed to demonstrate how Northampton Community College's professional learning community and online learning community resulted in bigger and better student and program outcomes. The presenter will discuss how the structure of these communities engaged instructors to align resources and lessons to CCR standards, compared the intended objective of the lesson and the student work, and reviewed student and program outcomes to inform instruction.

Bridging the Information Gap with Literature

Kathy Olesen-Tracey

Session 8, Wednesday, April 13 9:30am-10:45am, Remington Room, Level 4

Academic success often relies on the student's ability to connect new information to background knowledge. Help learners build academic skills by integrating young adult literature that speaks to current events and issues students face in their daily life. Discover strategies to help to students connect the dots between the literature and obtaining a high school equivalency certificate in this interactive discussion and book talk.

Building an Online Professional Development Community

Michael McConnell, Jessica Reynolds, Amber Sarker

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 2, Level 37

Adhering to and celebrating the COABE/TALAE National Conference theme, "Bigger and Better in Texas," we want to go beyond just providing information about our online professional development (PD) resources and the implications of social media for PD in higher education; we will also involve the audience in a tangible, "real life" forum activity to gauge the needs of practitioners in attendance. Additionally, we will navigate the audience through our many online resources, review previous research on online PD, and showcase the results from a current research project by The Education Institute at Texas State University about the use of social media in PD.

Building Pre-High School Equivalency Student Skills: Core Skills and Building a Strong Vocabulary by New Readers Press

Terrie Lipke, Ann Beeson

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 6, Level 37

Many students come to adult basic education programs to prepare for a high school equivalency (HSE) test, but are often not ready. In response to the need for quality pre-HSE resources, New Readers Press has developed two new products to help boost student skills and address the needs of the pre-HSE student.The Core Skills series, covering mathematics, reading and writing, science, and social studies, addresses the core content and foundational skills students need to advance to GED®, HiSET®, or TASC test preparation, yet at the pre HSE 6th–8th grade reading levels. Building a Strong Vocabulary: For Life Skills; For Work Readiness; and For Academic Preparation teaches students important vocabulary strategies. We will discuss the research base of this program, its structure and content, and how these products along with our pre-HSE Skill Workbooks offer a comprehensive solution for pre-HSE students. Attendees will receive samples of these products at the end!

Factors Affecting Retention of Adult Education Teachers in Kentucky

Kay Combs, Jim Berger

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom D3, Level 1

Findings from the research Dr. Combs conducted in her qualitative study to explore the factors of retention of adult education teachers in Kentucky will be shared. Results from the qualitative survey conducted by Dr. Combs determined several significant findings, with low salary being the main determining factor affecting retention of adult basic education teachers in Kentucky. Other factors included teachers feeling underappreciated and a perceived lower status of the profession in the field of education as well as budgeting issues resulting in many part-time teachers in the field. These may or may not be the factors affecting your organization. Individuals will be asked to provide input, from their experience, as to the factors that affect retention of adult education teachers in their organization.

Filling in the WIOA Gap: An ESL/ABE LiveBinder with FREE Career, Civics, and Workforce Preparation Curriculum for the WIOA Classroom

Tonya Creamer

Session 8, Wednesday, April 13 9:30am-10:45am, State Room 2, Level 3

How will WIOA work its way into your ESL or ABE classroom? This curriculum and instruction-focused session will explore a LiveBinder created to assist with the development of career pathways and the integration of civics and workforce development instruction into ESL and lower-level ABE classrooms. The vetted and free resources (which also include health, financial and digital literacy units and lessons) are labeled with descriptions, guidance for the current ESL educational functioning levels, and a rating system so users can quickly direct their attention to material that best meets their needs. After a brief WIOA definition and LiveBinder navigation overview, participants will engage in hands-on activities to explore sample content from the binder. The takeaways from this session will be a selection of printed resources and access to the LiveBinder as well as a better understanding of how the WIOA legislation defines ESL and civics instruction.

GeorgiaBEST

Jessica Nguyen, Connie Smith, Rebecca Godleski

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 6, Level 4

Want to help your students become employed, stay employed, and be successful in college? Then come to our session on GeorgiaBEST where we'll teach you how to provide students with the soft skills necessary to succeed in the workforce and in the classroom. Students learn about and demonstrate daily ten soft skill standards set by the Georgia Department of Labor after interviewing employers across the country and learning that 89% of first-time hires are let go due to lack of soft skills. Our students not only encompass those ten soft skills, but they create a portfolio that they can utilize for the rest of their careers.

How to Develop a Really Good Lesson

Steve Qunell

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 1, Level 4

Have you ever taught a lesson where your students look like they are staring at a point about a mile behind you? We all have had that feeling at one time or another. Following a few basic guidelines will help you create lessons that engage and excite your students, help them transfer knowledge from short-term to long-term memory, and help them quickly prepare for an HSE. In this session you'll learn four principles to include in every lesson and how Essential Education software incorporates these principles into their HSE preparation.

Implementing the 2014 GED and What Changes in the Program It Led To

Craig Schambow, Iryna Faulk

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 3, Level 4

Join us for an engaging and interactive look at the key shifts in a GED/HSED program that Gateway Technical College applied following implementation of the 2014 GED. We will dive into discussions and activities on both content and processes. You will leave with ideas to begin using immediately in your GED prep centers. During this presentation instructional best practices will be discussed using case studies.

Infusing Technology into the ABE/ASE Classroom

Dawn Hughes

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 1, Level 37

With computer-based testing at the forefront of adult education, it is no longer a question of whether or not we should include the use of technology into our adult education classrooms. In order to prepare our students for the workplace, postsecondary education, and/or a high school equivalency exam, we must infuse technology skills into our lessons. This session will feature free resources and websites that educators can use to meet this new challenge in the field of adult education. Come and learn how to instill technology skills into your lessons and curriculum. (While it is not required, bringing your own electronic device to this session is encouraged.)

Instructional Strategies for Close Reading

Bonnie Goonen, Debi Faucette

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 7, Level 37

Close reading is an important skill for students to develop that will serve them well across the content areas of the GED® test, as well as in jobs and postsecondary education. This hands-on workshop will provide participants with tools to deliver reading training that will help drive student results. Practice activities will include techniques applicable to all content areas that will enable students to unpack meaning from texts that may be above their comfort level.

New Models for Personalizing a Path to Academic Readiness

Angie Smajstrla, Penny Pearson

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 4, Level 4

New technologies can offer targeted study paths to personalize and accelerate math review. Hear about experiences implementing EdReady.org, a new tool from the non-profit NROC Project designed to support such efforts. Panelists will share lessons learned in adapting the platform to serve adult education programs in California and Colorado to help define college and career pathways for learners and to provide professional development for instructors.

Paired with a Historian: Lessons Learned

Patricia Westergaard, Mary Kuecker

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom A2, Level 1

Pairing developmental students with a transfer-level history course for four semesters presents insights for modifications in developmental curriculum. Participants will discuss challenges developmental students face in transfer level courses, as well as view the evidence to support paired courses as a bridge to college-level courses. Student success strategies, cross curricular activities, and student learning outcomes will be presented. This presentation is interactive, and participants will engage in solving real classroom challenges.

Preparing Adult Learners for Success on HiSET and TASC

Tim Collins

Session 8, Wednesday, April 13 9:30am-10:45am, Houston Ballroom C, Level 3

HiSET and TASC Test, new alternatives to the GED® , are currently offered in numerous jurisdictions in the United States. In this interactive session, participants will learn 15 concrete strategies they can use to prepare candidates for success on these challenging exams. Participants will learn test format, view common items, and learn about tips and strategies they can use to help students succeed. Extra attention will be devoted to the essay and math sections—the areas where candidates struggle the most. Participants will leave with ideas they can use as early as Monday morning.

Professional Development for Impact: Reimagining Professional Development Delivery for Developmental and Adult Instructors

Tamara Clunis, Rachel Juarez-Torres

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 2, Level 4

The need for high-quality professional development for developmental and adult education faculty could not be greater. The emphasis on course redesign and high-impact instructional practices requires professional development beyond concurrent sessions at annual professional meetings. Amarillo College and Odessa College will share how they reimagined professional development for their faculty by adopting the AVID (Advancement Via Individual Determination) for Higher Education professional development system and the impact the use of AVID has had on student success. Session will learn about the five core principles of the AVID professional development system and how to use AVID strategies in course redesign efforts. This is an interactive session that uses AVID strategies to present session content. This session is appropriate for faculty and administrators.

Questioning Strategies That Increase Higher Order Thinking

Rene Coronado

Session 8, Wednesday, April 13 9:30am-10:45am, San Antonio Ballroom A, Level 3

How a teacher asks questions in the classroom can be an important tool in helping adult learners prepare for the GED assessment. This session will address strategies that instructors can use to help develop the critical thinking abilities of students. The session will include interactive activities that highlight both effective and ineffective strategies. A special emphasis will focus on how to develop questions at different Bloom's taxonomy and depth of knowledge levels.

Social Studies and Science for the High School Equivalency Assessments: Make it Fun, Make it Cheap!

Susan Gibson, Christa Brumfield

Session 8, Wednesday, April 13 9:30am-10:45am, Houston Ballroom B, Level 3

This presentation will focus on methods and resources to turn your classroom into an exciting and engaging location for social studies and science instruction. The focus will be on the content, concepts, and strategies students need to successfully pass the social studies and science content tests in the three high school completion assessments. We will share ideas about teaching in a way that is fun, engaging, and active. Students will be up and out of their seats! Resources for the classroom will include a number of internet-based resources in addition to low-cost or no-cost tips and ideas for turning the classroom into a constant social studies and science learning experience. Participants will leave the session with a variety of ideas for immediate implementation and access to a Livebinder with a large variety of internet resources.

Stand Out: Standards-Based English to Achieve Success in Life, College and Career

Dalia Bravo, Rob Jenkins

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom, Level 1

This workshop will provide participants with student-centered activities from the new edition of Stand Out. The authors will demonstrate how these activities promote College and Career Readiness, El Civics, and critical thinking through National Geographic content. Come prepared to practice and learn how to teach with Stand Out's new edition.

Student Services: Parallel Necessities for Transition Success

Peggy Raun-Linde, Felisa Vilaubi, Jan Piazza

Session 8, Wednesday, April 13 9:30am-10:45am, Trinity 2, Level 3

FUHSD Adult School in California has an explicit focus on academic readiness. Learn how our ABE and ASE induction system and orientation begins with academic readiness training (SOAR) prior to students stepping foot in a classroom. Find out how we moved from very little student support to an abundance of student support that includes academic counseling, student case management, goal setting and self-assessment activities, flexible scheduling, built-in supports such as tutoring and a Learning Resource Center, academic field trips, book clubs, and more. Further, get insight into how we have run staff development for classified, teaching, and administrative staff to unify our efforts around providing excellent and consistent student services.

Supporting Technology-Enhanced Instruction and Distance Learning

Tina Newby

Session 8, Wednesday, April 13 9:30am-10:45am, Trinity 4, Level 3

This workshop is designed to help administrators and leaders support technology in the classroom and increase intensity of instruction through hybrid-distance learning. Policy, data and best practices will be presented and participants will have the opportunity to draft a plan of implementation for their programs.

Teaching with Socially Relevant (and CCR-Aligned!) Content

Cynthia Peters

Session 8, Wednesday, April 13 9:30am-10:45am, Dallas Ballroom A1, Level 1

When content is relevant and engaging, students use their interest in the topic to scaffold into higher-level basic skills. When you meet students' needs for relevant content and help them increase their competency, you also support their persistence in school! Come learn some new instructional strategies that help your students address three major shifts in the ELA segment of the College and Career Readiness Standards—including 1) mastering increasingly complex text; 2) looking for evidence; and 3) building knowledge. Leave with ready-to-use lesson plans, worksheets for future lesson planning, and a better grasp of how to align your teaching to the standards from low-intermediate level up to ASE.

TEAL Writing Strategies

Cordelia Butler

Session 8, Wednesday, April 13 9:30am-10:45am, State Room 3, Level 3

TEAL Writing Strategies is an excellent training for preparing students for the changes in GED 2014. TEAL is a research-based writing approach that provides guidance for adult educators to boost their writing instruction for adults with attention to those who struggle to learn. Learn how Texas ABE teachers improved reading skills by one or more completion levels in a single semester by using TEAL writing strategies.

The Blended Classroom in Rural Communities: How to Pull Together Resources on a Small Budget

Janet Slayden, Rudy Rhoades

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 4, Level 37

Are you an instructor at a small, rural program? Are you looking for new ways to introduce your students to technology but aren't sure how? Does your program run on a tight budget? If you answered yes to any of these questions, then this workshop is for you! Join Janet Slayden and Rudy Rhoades for a workshop where you can participate in an interactive lesson plan that blends free and low-cost resources for your classroom. Included in the workshop is a take-home packet with a list of resources, two lesson plans, and access to an online learning community with ongoing support.

The Role of ESOL Programs in Immigrant Integration

Silja Kallenbach

Session 8, Wednesday, April 13 9:30am-10:45am, State Room 1, Level 3

Adult ESOL programs have an important role to play in immigrant integration. This workshop will share lessons learned from the Networks for Integrating New Americans initiative in which five networks of organizations across the U.S. strengthen immigrants' integration in local communities with adult education playing a key role. This session will focus on immigrants' economic integration and feature the efforts of the We RI network.

Transitioning to Computer-Based Assessments as a Statewide Initiative

Mike Johnson

Session 8, Wednesday, April 13 9:30am-10:45am, Majestic 5, Level 37

This session will present the process that states have taken to transition to statewide computer-based testing for adult basic education and high school equivalency students. The session will use examples from West Virginia, Georgia, Arizona, Kentucky, and Alabama. Attendees will hear from state representatives as they present information on how their states prepared to implement wid- scale computer-based testing roll-outs. This session will cover the successes and pitfalls that states had while working with local programs to expand computer-based testing.

Tutor Ready: New LINCS Resources for Teaching Adults to Read

Kathy St. John

Session 8, Wednesday, April 13 9:30am-10:45am, Houston Ballroom A, Level 3

Come learn about the new, free, online resources available from LINCS to help you help your learners improve their reading skills. Explore answers to common questions instructors ask about how best to help their learners improve their skills in the following components of reading: phonemic awareness, decoding, fluency, vocabulary, and comprehension. During this workshop, we'll explore these new, bite-sized resources that are drawn from the research-based LINCS' Teaching Adults to Read online courses and workshops. Tutor Ready focuses on topics relevant to adult literacy tutoring in the area of reading. The presenter will demonstrate what is available in each of the topic areas and how the content can be used with other LINCS resources for a variety of professional development opportunities for teachers, tutors and administrators.

Uniting Adult Education and Career Technical Education: The Way of the Future

Jamie Hargett, JoAn Tisdale

Session 8, Wednesday, April 13 9:30am-10:45am, Cityview 8, Level 4

This session will explore the inner workings of Mississippi Delta Community College's C-4 program. Topics will include the dynamic of the program, I-BEST team teaching strategies, and a live demo that shows team teaching strategies that instructors use in a co-enrolled Career and Technical classroom.

Advocacy and Awareness: Community Involvement—One Person at a Time

Laureen Atkins, Robert Paponetti

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 2, Level 4

Illiteracy is a problem that threatens stunning impact on a community. It is a problem that affects everyone, but what can one person do about it? Learn about The Literacy Cooperative of Greater Cleveland's Call to Action and our approach to involve the community one person at a time using social media and grassroots initiatives.

Be a Part of the Change: Design OER in a New MOOC

Jennifer Maddrell, Amanda Duffy

Session 9, Wednesday, April 13 11:00am-12:15pm, Majestic 3, Level 37

In this interactive session, participants will explore an innovative project to design, remix, and reuse open educational resources (OER) for adult educators. This volunteer-based instructional design project is embedded within a free and open MOOC facilitated by Designers for Learning, a 501(c)(3) nonprofit that coordinates volunteer service-learning opportunities with those who seek to gain experience creating instruction for high need social causes. If you are an adult educator interested in gaining instructional design experience and putting your knowledge and expertise to use for a new project, we invite you to bring your laptop or tablet as we tour the project's online OER and MOOC platforms, examine the project aims, discuss the MOOC design and facilitation, and critique the process and early outcomes of this instructional design effort.

Building Bigger and Better Career Counseling Programs in Adult Education

Kimberly Harris, Shana McCarron

Session 9, Wednesday, April 13 11:00am-12:15pm, Trinity 2, Level 3

Over the past several years adult education programs across the nation have taken steps to integrate aspects of career guidance and counseling into their programs. But is it enough? What do we need to do to have a truly integrated system? Successful career guidance and counseling programs are designed to help students in making and implementing informed educational and occupational choices. This workshop will explore aspects of truly successful career guidance and counseling programs while giving guidance on how to create "bigger and better" programs within existing adult education programs.

CASAS Assessments: What's New?

Linda Taylor, Jane Eguez

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 8, Level 4

Come hear about what's new at CASAS. This session showcases the resources CASAS offers—many at no cost—that help agencies implement quality ABE, ASE and ELL programs with standardized accountability measures. The CASAS framework assists programs to assess, instruct, and track learner progress from beginning literacy through transition to postsecondary and the workforce. Four areas will be covered: 1) the new CASAS Reading and Math test series that are in development and will be strongly aligned to the College and Career Readiness Standards (CCRS); 2) revised CASAS Reading Content Standards that are also aligned to the CCRS; 3) CASAS eTests Online and TOPSpro Enterprise; 4) CASAS resources, including free online self-paced CASAS initial and refresher training, and free CASAS website resources, including Low Literacy Instructional Modules and QuickSearch. The session offers the opportunity to ask questions about new initiatives and test development at CASAS and to offer suggestions.

CLEAR (Creating Lasting Expectations to Achieve Results) Instructor Evaluation: Key to Teacher Success

Lily Beth Brazones, Patrick Brown

Session 9, Wednesday, April 13 11:00am-12:15pm, Trinity 3, Level 3

Setting clear expectations, self-assessment, directed rubric, professional learning plan, support—these are the key elements of Rio Salado's College Bridge Pathways instructor evaluation process. In 2013, we clearly saw the need to revise our instructor evaluation process to ensure that we are also evolving with changes in adult education. We believe that our instructors need a clear set of expectations in order to deliver the best instruction to their students. We also wanted to integrate elements of the College and Career Readiness Standards, as well as the newly revised Arizona Teacher Standards into the evaluation process to align with what our students need in order to achieve their goals.

College Prep Academy: A Day in the Life

Angela Johnson, Michelle Paul, Marsha HoSang, Brigett Bentley

Session 9, Wednesday, April 13 11:00am-12:15pm, Majestic 2, Level 37

Capital IDEA Houston and Harris County Department of Education jointly operate the College Prep Academy to provide an accelerated program to assist underprepared adult learners wishing to satisfy the Texas Success Initiative (TSI) requirements in order to enter college and earn a degree or certificate. The College Prep Academy provides intensive instruction in reading, writing, basic math, and advanced math. Participants also learn critical thinking, study skills, and test taking. Classes are divided into two levels to differentiate math abilities: Level 1 offers basic math; Level 2 is for advanced math. Technology is utilized to individualize and intensify instruction. The College Prep Academy uses two standardized assessments. The TABE (Tests of Adult Basic Education) is administered during the application process to determine eligibility. The TSI assessment is administered at the end of the semester to confirm successful comprehension of skills.

Dark Matter: Career Pathways, Competency Models, and How Critical Thinking Holds it All Together

Katherine Fergus, Traci Lepicki

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 6, Level 4

Dark matter, which astrophysicists estimate composes roughly 85% of our universe, can only be detected by studying its effects on the observable surrounding matter. In much the same way, critical thinking makes up an enormous percentage of the skills and abilities individuals must exhibit in order to be successful. However, it is often the case that we do not teach critical thinking skills explicitly, and employers do not ask for critical thinking skills directly. Rather, employers demand competencies such as problem solving, decision-making, and analysis skills. Key findings of recent industry reports indicate that these critical thinking skills are among the most sought-after competencies of job candidates by employers. This session will explore the findings of these recent reports vis-a-vis the new WIOA legislation and identify strategies for helping adult basic education programs as well as students and job-seekers integrate critical thinking tasks into instructional activities, workplace scenarios, and everyday life within the context of career pathways.

Deconstructing the Skills and Knowledge Needed to Become a United States Citizen

Michael R. Jones, Ph.D.

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom D2, Level 1

This session will provide an overview of the naturalization process, including the naturalization test, identify the skills and knowledge needed for the naturalization interview and test, and provide numerous resources and instructional methods for ESL and citizenship teachers.

DEVELOPING COLLEGE AND CAREER/WORKPLACE READINESS IN ADULT ENGLISH SECOND LANGUAGE LEARNERS IN THE AGE OF TECHNOLOGY

Boris Morew, Krista Northcut

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom A1, Level 1

Rosetta Stone has a long history of innovation in leveraging technology to meet the needs of English Language Learners (ELLs). This session will clearly demonstrate the rigor and innovation that our recently added Rosetta Stone Advantage platform brings to the learner in developing a digital learning experience that focuses on developing cognitive academic language proficiency skills (CALPS) and preparedness for the professional/business workplace. Advantage speaks the language of the professional world and business through an interactive digital platform designed for all proficiency levels. Clear and easy-to-follow examples will be given on how to determine the learner's entry level through an integrated and reliable placement assessment. Students will learn to communicate in professional situations such as in the workplace or with colleagues in specific industries by practicing and refining language skills aimed at making formal presentations, solving problems, offering an opinion, negotiating terms, and the like. Up to 20 different professions and industries are targeted including extensive content in Medicine and Health, Hospitality, and Pharmaceutical, as well as Accounting and Finance, Sales and Marketing, IT, and others. Clear and easy-to-replicate examples will be given on how to build a successful Adult ESL program that will make learners college and career ready.

Developing Digital Literacy for the 21st Century

Susan Gaer

Session 9, Wednesday, April 13 11:00am-12:15pm, Majestic 1, Level 37

What is digital literacy and how can we incorporate into our ESL/ABE/GED and ASE curriculum? This presentation will explore the definition of what makes a good digital learner and give participants concrete ideas of how to include digital literacy in their classes. You will leave this presentation with techniques

Do Graphic Organizers Really Increase Student Achievement?

Kathy Olesen-Tracey

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 1, Level 4

Graphic organizers help students classify ideas and communicate effectively. With everything we need to teach, do we really have time to worry about using graphic organizers? Join this interactive discussion and discover strategies that can be easily incorporated in the teaching and learning experience and lead to both student retention and academic growth. Walk away with ideas that can easily be integrated into your lessons.

Foundational Transition Skills: Encouraging Effective Learning Skills from the Start

Sarah Lynn

Session 9, Wednesday, April 13 11:00am-12:15pm, State Room 1, Level 3

What are the skills of effective learners? How can we explicitly teach these skills early in an ESOL curriculum? This hands-on workshop introduces classroom tools and program initiatives to encourage students at all levels to develop skills in goal setting, self-assessment, self advocacy, learning strategies, study habits, and learning routines.

Funding Job-Driven Adult Education Programs with SNAP E&T

Marcie Foster, Jason Turner

Session 9, Wednesday, April 13 11:00am-12:15pm, Trinity 4, Level 3

Individuals without a high school diploma often experience poverty and unemployment at higher rates than their more-educated peers. And whether you know it or not, the students you serve are often recipients of public food assistance, or SNAP. Recipients of SNAP are eligible to participate in SNAP E&T, a skills-training program funded by the U.S. Department of Agriculture and administered by States. SNAP E&T plays an important role in serving unemployed and underemployed SNAP households. This session will provide a "101" on using SNAP E&T funding to support job-driven adult education, literacy, GED, and training programs for underprepared learners, provide examples of how SNAP E&T programs are currently working with state workforce development and education systems, and share tools available to further strengthen these relationships.

High-Level Learning for Your Low-literacy Learners

Jennifer Wigginton

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom D3, Level 1

The focus of this workshop is to provide teachers with basic information on why an adult learner may struggle and to learn techniques to engage a low-level adult learner by utilizing essential life skills lessons.

Immigration Policy in the Classroom: When Civic Integration Gets Real

Amanda Bergson-Shilcock

Session 9, Wednesday, April 13 11:00am-12:15pm, Houston Ballroom C, Level 3

From the DREAM Act to the White House Task Force on New Americans, federal immigration policies and programs can have an impact in your classroom—and not just in ESOL classes. This session will provide a practical overview of recent immigration policy developments and a hands-on analysis of the implications for your learners. Bring your questions!

Looking for Conceptual Understanding in Science Topics Using Writing-to-Learn Activities

Lizelena Iglesias

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom D1, Level 1

Tired of having students repeating science concepts they might not understand? In this interactive session participants will explore Writing-to-Learn activities as a process to clarify their understanding of the scientific concepts needed for the science test. Effective strategies will be discussed and participants will leave with specific ideas to improve their practice.

Making Content Real—How to Contextualize Math, Science and Social Studies

Irene Ramos

<u>Session 9, Wednesday, April 13 11:00am-12:15pm, Majestic 4, Level 37</u>

Contextualization isn't just the latest buzzword; there is solid evidence that shows instruction is made stronger when lessons go beyond content! However many adult education instructors remain stumped as to how content can be contextualized. For students, the content can seem foreign and they often ask "How will I use this in my career?" Instructional planning that includes real-world application through project-based instruction and other strategies and models of instruction can be powerful vehicles for imparting the tacit knowledge transfer necessary for adult education instruction in the new age of WIOA. Contextualization does not have to be a complicated process as this session demonstrates methods for making subjects come alive!

Navigating Systems: A Transitions Workshop

Allie Bezat Riley

<u>Session 9, Wednesday, April 13 11:00am-12:15pm, Trinity 1, Level 3</u>

Participants in this hands-on workshop will practice identifying crucial transitions skills in materials and lessons in order to build upon their current practices to address students' transitions needs. Our students navigate systems from the first day they arrive in our class— getting on a bus, signing up for class, applying for college, or opening a bank account are all examples of challenges ABE students face. This workshop will give practitioners the necessary tools to engage their students and build confidence in these skills both in and outside of the classroom. The skill of "Navigating Systems" has been identified by researchers and practitioners in Minnesota as one of eight major categories of transitions skills.

NEDP: A Quality Alternative to the All-Or-Nothing Exam

Margaret Kirkpatrick, Joan Polster

Session 9, Wednesday, April 13 11:00am-12:15pm, San Antonio Ballroom B, Level 3

Experienced adult educators know that many learners struggle with timed tests and the stress of all-or-nothing high stakes equivalency tests. This session examines the design of the NEDP that allows the ELL and special needs learners an opportunity to demonstrate life and work skills that they already possess, acquire new skills such as technology skills, and apply these skills to earn a high school diploma. Participants are evaluated against a criterion of excellence instead of by comparison to others, take responsibility for acquiring instruction by using existing resources, and achieve mastery of all required competencies, plus an occupational or specialized skill. Participants will hear about the Individualized Competency, how it reflects todays labor market, values industry certifications, and helps WIOA partners satisfy common measures of employment, employment retention and/or advancement.

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

Mary J. Schultz

Session 9, Wednesday, April 13 11:00am-12:15pm, Remington Room, Level 4

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.

PIAAC's Implications for Policy and Practice

Amy Trawick, Margaret Patterson, Jill Castek, Heidi Silver-Pacuilla

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 3, Level 4

The PIAAC strand will conclude with a session dedicated to discussing the issues raised during the previous sessions, implications of these findings for policy and practice, and next steps for future research.

Proficiency-Based Teaching, Learning, and Assessment Approach to College and Career Readiness Using Understanding by Design©

Donna Chambers, Nancy Labonte, Kathy Curran

Session 9, Wednesday, April 13 11:00am-12:15pm, Houston Ballroom B, Level 3

What does proficiency-based teaching and learning (PBTL) look like? How does it encourage adult learners to stay motivated to reach mastery, improve college and career readiness, and enable them to become independent learners? This workshop will explore the current thinking of proficiency-based teaching, learning, and assessment in reforming education and makeing connections to adult education. It will be a how-to guid" for creating quality project-based tasks that are aligned with College and Career Readiness Standards using the tools of Understanding by Design© to assure understanding for transfer and mastery.

Research-Based Adult Reading Instruction Study Circle (LINCS)

Kaye Beall

Session 9, Wednesday, April 13 11:00am-12:15pm, Houston Ballroom A, Level 3

Interested in learning what the research says about how to teaching reading to adults? Join us as we think about and share our own perspectives on teaching reading and discuss the research on reading, using the information in Improving Adult Literacy Instruction: Developing Reading and Writing. Take part in two activities: one that introduces the similarities and differences in the ways that researchers and practitioners measure effectiveness, and one that asks you to compare your own practices to those recognized as evidence-based. We will continue to share ideas in the LINCS community and build on this first study circle session by discussing the research on reading for the topics of assessment and instruction in two webinar sessions.

Standards, Standards, Standards…Implications for the IET Classroom

Marcela Movit, Cherise Moore

Session 9, Wednesday, April 13 11:00am-12:15pm, Cityview 7, Level 4

Aligning instruction in the integrated education and training (IET) classroom with the standards helps students to develop the skills they need for academic and career success. In this session, participants will learn how to modify instructional activities they already use in their classroom so that the activities are better aligned with the College and Career Readiness Standards and the Common Career Technical Core Standards, ensuring that their students successfully move along their chosen career pathway.

Teaching ABE and ASE Social Studies with a Multiplicity of Disciplines

Michael Matos

Session 9, Wednesday, April 13 11:00am-12:15pm, Majestic 5, Level 37

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 ans 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 examples of best practices, play games, and share feedback throughout the workshop.

Teaching Adult ESL in the Digital Age: Effective Integration

Cristin Reeder, Elise Gorman, Kevin Sakaguchi

Session 9, Wednesday, April 13 11:00am-12:15pm, State Room 2, Level 3

Many adult ESL students lack digital literacy skills that are quickly becoming a necessity for success in the United States. This session shares a model of digital literacy and English curricula integration and provides examples of experiential activities and a unit plan that go beyond apps and Office programs.

Teaching and Supporting ELLs in ABE Classes

Laurie Martin

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom A2, Level 1

Many Adult Basic Education (ABE) classes include students who are non-native English speakers. These English language Llearners (ELLs) often need different teaching approaches or additional support to be successful in ABE classes. This session will explore the needs of ELLs and many ways ABE instructors can teach and support them.

Text Dependent Questions: A Bigger and Better Expert in the Room

Jayme Adelson-Goldstein, Lori Howard

Session 9, Wednesday, April 13 11:00am-12:15pm, State Room 3, Level 3

Accelerating adult English learners' college and career readiness requires a new perspective on the texts and tools teachers use. The use of text dependent questions in close reading lessons creates equal access to big ideas and important details by making the text the expert in the room. Participants explore the questioning strategies that increase learners' ability to navigate text complexity, acquire academic language, and cite textual evidence while building learners' content knowledge and skills needed to succeed in academic and workplace settings.

USA Learns—New, Improved, and Free!

Melinda Holt

Session 9, Wednesday, April 13 11:00am-12:15pm, San Antonio Ballroom A, Level 3

USA Learns (www.usalearns.org) is a free online instructional program developed for adults with limited English language skills who cannot attend traditional classroom programs because of difficulty with schedules, transportation, or other barriers. And now, USA Learns is new and improved! Since its first release in 2008, teachers and students from every country in the world have been using the site and giving input on how to make USA Learns an even better English learning tool—and we listened! Students enjoy the new site's many enhancements and teachers appreciate the vastly improved management options. The three unique courses for beginner to high-intermediate students are media-rich with videos and interactive learning activities. This presentation will cover each of the three current courses, how to create and register student accounts and teacher accounts, an exploration of the teacher management interface, an overview of the USA Learns English apps, and a tour of the site's many new features.

Visual Challenges Getting in the Way of Academic and Career Success

Meryl Becker -Prezocki, Laura Weisel

Session 9, Wednesday, April 13 11:00am-12:15pm, Dallas Ballroom A3, Level 1

Fifty percent of students in basic skill and workforce programs have near vision issues and 90% report symptoms of visual stress syndrome (VSS). Alone or together these confound learning and reading for all student levels. Be screened and learn simple adaptations. See how PBS's online videos can help you to transform struggling students into successful learners in less than 15 minutes.

"A Big and Excellent Opportunity": Adult Learner Motivations and Leadership

Margaret Patterson

Session 10, Wednesday, April 13 2:00pm-3:15pm, Trinity 4, Level 3

The motivations of adult learners reveal important insights into ways to recruit and retain them, new national evaluation data show. This evaluation of adult learner leadership collected data on what motivates adult learners and how they perceive opportunities to become leaders in their adult education programs. Program administrators can apply this information to enhance recruitment and retention of learners.

Accountability in Action: Proper Data Collection and Case Management with SMRT Predictive Data Modeling

Lee Anderson, Nick Anderson, Sampath Sreetharan

Session 10, Wednesday, April 13 2:00pm-3:15pm, Trinity 3, Level 3

Over the past three years, SMRT has developed a proprietary digital data collection system that does several things: digitizes learner data into one centralized data source; provides the latest labor market data on local employment trends; includes an impressive array of scientific scales to measure a host of economic, social, and psychological data in all of learners; gives access to an online portal to collect demographic and other data during intake to substantially reduce time investment at the front end of data collection; and immediately puts actionable information in the hands of case managers allowing for a more efficient transitioning of learners initially. During our session we will identify critical areas all programs must address to build a strong foundation, focusing on proper and productive data collection, effective process management, and dynamic and sustaining professional development to increase the capacity of all staff.

After the Deadlines: How Adult Educators Can Shape WIOA Implementation on the Ground

Amanda Bergson-Shilcock, Robert Paponetti (*invited*), Aida Jimenez-Uselton (*invited*), Becky Raymond (invited), Rebecca Wagner

Session 10, Wednesday, April 13 2:00pm-3:15pm, Dallas Ballroom A1, Level 1

Major implementation of the Workforce Innovation and Opportunity Act is already underway, and the final phase will begin by July 1, 2016. How can adult educators help to inform WIOA implementation in their communities? What are the key opportunities to influence on-the-ground practices? In this session, you'll hear from experienced policy advocates who will share examples, ideas, and suggestions for how adult education practitioners, administrators, and advocates can advocate for effective implementation. Whether you want to know how best to encourage good practices in your community, are concerned about WIOA's impact on vulnerable populations, or want to share your opinion on performance measures, you'll find tips and tools to help you speak up and make a difference. Come lend your practitioner wisdom in the advocacy arena!

Apprenticeship Programs—From Concept to Implementation in Five Steps!

Kenneth Mall

Session 10, Wednesday, April 13 2:00pm-3:15pm, Cityview 7, Level 4

Apprenticeship programs are relevant again, and they are no longer just for blue collar union labor. Participants in this workshop will go step-by-step through the development and implementation process, learning how to define learning objectives, developing apprenticeship standards, and determining program length and outcomes. Participants will learn from an expert that has helped several companies develop, register, and implement apprenticeship programs. Are you curious how to find out about current apprenticeship programs in your area? Are you thinking about helping employers create their own apprenticeship programs? Are you wondering how your job seekers can increase their chances of qualifying for an apprenticeship program? If you have any questions about apprenticeship programs, this is the workshop for you!

Beyond the ATM Model: Promoting Successful College Transition Programs

Lewis Payton, Eric Johnson

Session 10, Wednesday, April 13 2:00pm-3:15pm, Dallas Ballroom D3, Level 1

This workshop explores how the comprehensive programs of the 1199SEIU Training & Employment Fund (TEF) supports its membership as they prepare for college and professional careers. Presenters from multiple TEF regional programs will present how we develop and sustain partnerships with colleges, offer career pathways for our students, and develop cohort learning opportunities. We will also discuss how we advise and counsel students to develop their education and employment plans.

Building Reading Fluency for Intermediate Adult Basic Education (ABE) Students

Laura Sherwood

Session 10, Wednesday, April 13 2:00pm-3:15pm, Dallas Ballroom A2, Level 1

Adult readers need to be able to read quickly, accurately, and with proper phrasing in order to manage the complexity and quantity of reading material needed on the job, in postsecondary education, or in career and technical training. Poor fluency impacts reading comprehension and adversely affects students on timed tests. This session provides participants with information and strategies on how to use a variety of easy and effective classroom activities to strengthen the reading fluency skills of intermediate readers (4.0-8.9 grade level equivalencies).

Charting the Course—Building Meaningful Career Pathways for Adult Learners

Jeffrey Goumas, Leslie Adkins

Session 10, Wednesday, April 13 2:00pm-3:15pm, Cityview 8, Level 4

Through its emphasis on career pathways, the Workforce Investment and Opportunity Act has clear directives regarding the need for adult educators of all levels to begin aligning career navigation, adult education, and technical training. But what are the actual requirements of WIOA, and what does this mean for how teachers should be teaching and learners should be learning? During this session, we will analyze the language of WIOA and outline the key elements of what it means to develop "career pathways" for adult learners. Using this language as a framework, participants will look back at some of the career pathways initiatives that have been implemented over the past decade leading into WIOA, and develop strategies for implementing the most effective practices that have emerged from these initiatives into their curriculum and program activities.

Co-enrollment Pathways: Fast Lane to Success or a Trainwreck

Kathy Petz, Travis Combs, Hector Martinez, Chris Stanyer

Session 10, Wednesday, April 13 2:00pm-3:15pm, Remington Room, Level 4

Accelerating Opportunity–Kansas changes the way adult education is delivered in Kansas by placing adult students on track to earn a postsecondary credential, seize the opportunity to earn family-sustaining wages, and break the intergenerational cycle of poverty. Successful co-enrollment programs can be difficult to develop, but benefits learners who are college/training bound. This session is primarily a panel presentation with time allowed for a conversation.

Diving Deep with Constructed Response Rubrics

Kimberly Harris

Session 10, Wednesday, April 13 2:00pm-3:15pm, Majestic 2, Level 37

This workshop takes participants through an exploration of the GED constructed response rubrics for science, social studies, and RLA. By diving deep into the rubrics, examining student samples, and using the rubrics to determine student scores teachers will gain insight into key factors necessary for higher scores on the GED constructed response writing sections. However, insight isn't enough! This workshop also helps teachers provide clear and effective feedback to students on how to improve their writing and next steps that can be taken. Through a "game show" style atmosphere, participants will get the opportunity to increase their knowledge and ability to instruct students to better prepare them for constructed response writing on the GED.

Explicit, Systematic Strategies to Improve Literacy for Struggling Readers and ELLs

Heidi Hyte

Session 10, Wednesday, April 13 2:00pm-3:15pm, San Antonio Ballroom B, Level 3

Students with low reading abilities and English language learners alike benefit from explicit, systematic instruction in foundational reading skills that include decoding and encoding strategies which develop automaticity, ultimately leading to improved fluency and comprehension. In addition, explicit instruction in vocabulary enhances students' abilities to comprehend text and improve writing skills. But how do we teach those skills in an age-appropriate way to maintain motivation? Practical, hands-on classroom activities that equip struggling readers with research-based strategies to improve their spelling, reading fluency, and literacy will be demonstrated. Tips for transferring these skills to connected text will also be practiced.

Four Big Tools for Engaging Students in Better Reading Skills

Sarah Lynn, Susan Gaer

Session 10, Wednesday, April 13 2:00pm-3:15pm, State Room 1, Level 3

According to the College and Career Readiness Standards, students need to reach a higher level of complexity. With the depth of knowledge (DOK) as a guide to engage readers in complex thinking, the presenters will introduce four simple tools: highlighters, sticky notes, graphic organizers, and a core of simple questions.

Giving Your Students a Bigger and Better Academic Vocabulary

Laurie Martin

Session 10, Wednesday, April 13 2:00pm-3:15pm, San Antonio Ballroom A, Level 3

Because of its abstract nature, academic vocabulary is challenging to teach and to learn. Many adult learners, including native and non-native English speakers, lack the vocabulary needed to comprehend complex text, making upward transition difficult or impossible. Come try several engaging and effective classroom activities to improve your students' vocabulary.

Help Adults Find Money for College

Mary J. Schultz

Session 10, Wednesday, April 13 2:00pm-3:15pm, Trinity 1, Level 3

Mary Schultz will deliver a sample 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 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 saving for goals), they can explore how to pay for a college education and gain the confidence to start making solid plans for the future.

Integrating Problem Solving, Digital Literacy, and Access into Instruction

Steve Quann, Tim Ponder, Karisa Trashjian

Session 10, Wednesday, April 13 2:00pm-3:15pm, Majestic 1, Level 37

Learn how you can help adult learners improve digital literacy skills and access to technology thereby accelerating learning. Ideas will be shared on how to use technology enhanced project-based learning activities to help adult students improve their problem-solving skills while offering practice with reading, writing, speaking, and listening.

Iowa Standards in Action 2.0: CCRs, Employability Skills, and Professional Standards

Michelle Carson

Session 10, Wednesday, April 13 2:00pm-3:15pm, Cityview 3, Level 4

Come hear from a state director, teacher, and professional developer about Iowa's approach to developing a systemic change in instruction and teacher's work with curriculum. The initiative is in its third year and tackling the next level in standards implementation by aligning CCRs with the Iowa Core 21st Century employability skills standards within Iowa's Teacher and Administrator's Professional Standards. Additionally, a teacher will engage in discussion about her work in aligning their program's curriculum with the CCRs and orienting new and existing staff to the CCRs and instructional tools and strategies. Participants will leave with materials they can adapt in their own programs and have the opportunity to discuss standards-based instruction implementation and sustainability with the panelists.

Making the Most of Community Volunteers in the ESL Classroom

Liz Harling, Sarah Papert

Session 10, Wednesday, April 13 2:00pm-3:15pm, State Room 2, Level 3

Learn practical methods for running a comprehensive adult ESL program with community volunteers. Presenters will explore strategies for effectively recruiting, orienting, training, placing, supporting, and retaining volunteers to teach adult English language learners. By pairing volunteers in teams of two, students experience a rich learning environment, and have multiple opportunities throughout the week to practice their emerging English language skills with native speakers. We will discuss all the benefits that derive from having multiple volunteers teaching in a classroom setting, benefits for the students as well as the program and the volunteers themselves.

Money Math Matters in Adult Basic Education: Life, Education, and Assessment

Michael Matos

Session 10, Wednesday, April 13 2:00pm-3:15pm, Cityview 6, Level 4

The Money Math Matters Workshop will cover various aspects of real-world money education. Ideas will deliver real-world financial topics and tools that make a mathematical educational connection for ESL, ABE, and ASE students. Participants will be involved with example lessons and activities that work with concepts such as opening and managing checking and savings accounts, understanding banking accounts, basic budgeting and understanding and using credit wisely. Participants will complete activities that familiarize them with issues such as money management, establishing and keeping a healthy credit history and choosing a financial institution according to individual needs. Through examples participants will gain ideas for activities that their students can complete and conclude that money management is fun and easy to understand.

New Materials on Rigor, Digital Literacy, and Career Pathways from LINCS ESL Pro

Marian Thacher, Jodi Crandall, Heidi Wrigley, Jayme Adelson-Goldstein

Session 10, Wednesday, April 13 2:00pm-3:15pm, State Room 3, Level 3

The LINCS ESL Pro project has created materials and provided support to ten states 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. Preview the materials, learn about the online professional development freely available, and hear how these materials are being used now in ten states.

Presenting Algebraic Systems to Non-Algebra Students

Jay Snyder

Session 10, Wednesday, April 13 2:00pm-3:15pm, Dallas Ballroom A3, Level 1

Systems are simplified with five concepts. Systems are riddles. Connect the riddle to a graph and then let's go shopping for apples and bananas! Jay came up with an easy understanding of what systems are and how to solve them.

Re-engaging the Under Engaged ABLE Adult Learner: A Community College Perspective

Lana Benton, Salome Harris

Bigger and better...Cuyahoga Community College ABLE Program (Tri-C ABLE) is the biggest ABLE program in the state of Ohio. Within the fiscal year Tri-C ABLE has over 40 ABLE and 14 Bridge classes on Tri-C campuses. It offers 68 ABE/ASE level classes and 78 ESOL classes strategically located within the Greater Cleveland communities. Serving over 2,500 students within Cuyahoga County, the Tri-C ABLE Program continually works to improve their services to better engage the ABLE adult learner. The ABLE adult learner is often under engaged and their academic skills do not help them matriculate within the collegiate environment. Join us as we share with you our discoveries and program changes (from orientation to the classroom) we implemented which improved the ABLE adult learners' retention, persistence, and minimum performance levels.

STAR: A Brighter Look at Hybrid Training to Boost Reading Outcomes

Laura Lanier, Mary Beth Curtis

Session 10, Wednesday, April 13 2:00pm-3:15pm, Majestic 3, Level 37

STudent Achievement in Reading (STAR) is entering an exciting new era that will launch hybrid training, including face-to-face, web-based, and blended trainings, and a modernized website. Members of partner states in this U.S. Department of Education initiative are invited to hear national-level updates and discuss strategies for implementing evidence-based reading instruction. Come discuss the essential components of reading with STAR staff!

TASC Transition Project

Diosdado Gica

Session 10, Wednesday, April 13 2:00pm-3:15pm, Dallas Ballroom D1, Level 1

Having set out to develop and monitor implementation of both curriculum and professional development, we evaluated the connection between the written and taught curriculum with a series of lessons and accompanying workshops designed to build capacity in Common Core implementation. The project was focused on transitions in adult basic education/pre-high school equivalency settings, but has broader implications for K-12 and higher education. The TASC Transition project was not technically a research project, but was developed on the premise that the basis for effective teaching and learning should incorporate a research component with intent to make a significant contribution to the literature in this area—our thesis being that the effectiveness of curriculum design and its implementation is inextricably linked to professional development.

What Immigrants Need to Know: The Laws, Systems and Culture for Succeeding in the U.S.

Lee Shainis, Marcie Smith

Session 10, Wednesday, April 13 2:00pm-3:15pm, Houston Ballroom C, Level 3

This engaging and interactive workshop will illuminate the tremendous scope of legal, systematic, and cultural knowledge a newcomer to the United States needs to know to succeed. Whether it's as simple as knowing to stay in your car if you get stopped by the police or how close is too close when engaged in conversation. In this workshop, participants will receive a copy of The Immigrant Guide. This powerful booklet helps participants understand how significantly different life is in the U.S. We will review and sample topics and then model how to conduct a workshop to help teach this important information in your own programs. This highly interactive workshop has always been a success because of the breadth of subject matter. Participants will role play up to 10 scenarios that they can then use with their own students.

Your Voice Matters! The Future of OER in Adult Education

Amanda Duffy, Delphinia Brown, OCTAE Leadership

Session 10, Wednesday, April 13 2:00pm-3:15pm, Majestic 4, Level 37

Open educational resources (OER) are free teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license that permits accessing, sharing, repurposing, and combining the material with new or existing content. During this session, participants will learn about OER, explore products available through LINCS and OERCommons, and engage in a discussion about the future of OER. AIR staff and OCTAE leadership will engage the field to learn about the needs, interests, and concerns around OER use in adult education. In addition, the discussion will help to identify ways to encourage greater participation of adult educators and learners in the open education movement. Participants are encouraged to come prepared with questions about OER use, creation, and evaluation, as well as suggestions for moving forward.