BIGGER & BETTER IN TEXAS.
DALLAS ★ APRIL 10-13, 2016

COABE
2016
TALAE
investing in our communities

investing in our future

DOLLAR GENERAL LITERACY FOUNDATION
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**City View**  
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Center & North Towers Hotel

**Dallas Ballroom**  
1st floor  
Conference Center

**Executive Boardroom**  
2nd floor  
South Tower Hotel

**Houston**  
3rd floor  
Conference Center

**Majestic**  
37th floor  
Center Tower 2 Hotel

**Remington**  
4th floor  
Center Tower 1 Hotel

**San Antonio**  
3rd floor  
Conference Center

**State Rooms**  
3rd floor  
Conference Center

**Trinity**  
3rd floor  
South Tower Hotel
CONFERENCE SCHEDULE

Sunday, April 10

7:00am - 8:30am     Preconference Registration
7:00am - 4:30pm      Conference and Exhibitor Registration
8:30am - 11:30am    Preconference Half-day Morning Session
8:30am - 3:30pm      Preconference Full-day Session
11:30am - 12:30pm    Lunch for Preconference Attendees (Ticketed Event)

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12:00pm - 6:00pm     Exhibitor Setup
12:30pm - 3:30pm      Preconference Half-day Afternoon Session
5:00pm - 7:00pm      Saddle Up for A Texas Sized Welcome! (Ticketed Event)
Dallas Ballroom C&D, Level 1

Sponsored by Burlington English

Throughout Day     Offsite Tours

Monday, April 11

7:00am - 5:00pm      Attendee Registration
8:30am - 9:45am      Opening General Session, featuring Sharon Darling and Neil Bush
Dallas Ballroom C&D, Level 1

Sponsored by Houghton Mifflin Harcourt

9:45am - 10:30am     Exhibits Grand Opening and Morning Snack Break

Sponsored by Essential Education

9:45am - 5:00pm      Exhibit Area Open
10:45am - 12:00pm    Session 1
10:45am - 11:45am    New Attendees Meeting, Chaparral
12:00pm - 1:45pm  COABE/TALAE Awards Lunch (Ticketed Event)
Dallas Ballroom C&D, Level 1

Sponsored by Dollar General Literacy Foundation
or Lunch on your own

2:00pm - 3:15pm     Session 2
3:15pm - 3:30pm      Snack Break
Sponsored by Essential Education

3:45pm - 5:00pm     Session 3
6:00pm - 8:00pm      President's Reception (Ticketed Event)
Dallas Ballroom C&D, Level 1

Sponsored by GED Testing Service
CONFERENCE SCHEDULE

Tuesday, April 12

8:00am - 5:00pm      Registration
8:00am - 5:00pm      Exhibit Area Open
8:00am - 9:00am      General Session, featuring Eddie Deen and Johan Uvin of OCTAE
                      Dallas Ballroom C&D, Level 1
                      Sponsored by McGraw-Hill Education
9:00am - 9:30am      Snack Break
                      Sponsored by Rosetta Stone
9:30am - 10:45am     State Association Meeting, with Johan Uvin
                      Chaparral
                      Sponsored by Houghton Mifflin Harcourt
9:30am - 10:45am     Session 4
11:00am - 12:15pm    Session 5
12:15pm - 1:45pm     Lunch on your own
2:00pm - 3:15pm      Session 6
3:15pm - 3:30pm      Snack Break
                      Sponsored by SMRT Solutions
3:45pm - 5:00 pm     Session 7
6:00pm - 10:00pm     Eddie Deen & Company East Texas Barbecue (Ticketed Event)
                      Eddie Deen’s Ranch in Downtown Dallas
                      Sponsored by McGraw-Hill Education

Wednesday, April 13

8:00am - 10:00am     Registration
8:00am - 2:00pm      Exhibit Area Open
8:00am - 9:00am      General Session, featuring Juan Martinez
                      Dallas Ballroom C&D, Level 1
                      Sponsored by Cengage & National Geographic
9:00am - 9:30am      Snack Break
                      Sponsored by Cambridge Educational Services
9:30am - 10:45am     Session 8
11:00am - 12:15pm    Session 9
12:15pm - 1:15pm     Lunch on Your Own
1:30pm - 1:45pm      General Session Closing Event, Dallas Ballroom C&D, Level 1
2:00pm - 3:15pm      Session 10
Dear Conferee,

On behalf of the Commission on Adult Basic Education (COABE) and the Texas Adult Literacy Association for Education (TALAE), welcome to Dallas, TX for COABE’s 33rd conference, COABE 2016! We are delighted that you are joining us for our premier professional development event, which has been a truly collaborative effort between COABE and TALAE as well as our fifteen national strand partners.

As board presidents, we would like to extend an invitation to you to join us for the annual President’s Reception on Monday evening at 6pm for networking, fun, and appetizers! We also hope that while you are here in Dallas, you will take the opportunity to enjoy the beautiful city which is rich in history and culture, as well as joining the off-site events and tours, including our very own dinner event at Eddie Deen’s Ranch on Tuesday evening.

Thank you again for attending the conference! We are hopeful that your experience here in Dallas will have a long-lasting, positive impact on your local program, your own professional practice and most importantly, the adult learners you serve.

Sincerely,

Tom Nash
COABE President

Mary Helen Martinez
TALAE President
Welcome to COABE 2016! I sincerely hope you enjoy this conference and are able to bring back professional development to your colleagues as well as your local and state wide programs.

As you can imagine, holding a national conference takes a lot of planning, and I would like to thank everyone that played a key role in pulling this conference together. First and foremost, I am grateful to the conference co-chairs, Kaye Sharbano and Martin Loa, who spent countless hours behind the scenes. They were supported by a team of leaders, recognized on page 22, who helped us think of new and better ways to better serve you, our conferees. I also thank the lead COABE staff members (Michelle Chiles, Emily Lapsley, Rob Lawrence, Kayleigh Goldsworthy, and Maria Polinsky) who worked closely with me to make this conference BIGGER and BETTER than ever!

One way that this conference is able to flourish is through our new and recurring partnerships with national level strand partners. (See page 46 for the complete list.) Our strand partners are considered experts in the field. They are instrumental in bringing in top level national presenters and also review all the presentations listed under their strand as a first step in the review process. I would like to extend a special welcome to our new strand partners: the Center for Applied Linguistics (CAL); Corrections Corporation of America (CCA); National Skills Coalition (NSC); Outreach and Technical Assistance Network (OTAN); and Texas Center for the Advancement of Literacy and Learning (TCALL); Carson Corporation; and Texas State University.

Another reason that the conference has been able to grow so quickly—from 749 practitioners in 2012 to over 2,000 conferees in 2015—is due to the sponsors who generously underwrite the conference, ensuring that costs remain low year after year. I thank our first corporate sponsor, Houghton Mifflin Harcourt, along with the other national sponsors listed on page 4 who make our work possible.

New this year, we will be highlighting our public affairs and public awareness campaign. These efforts are generously sponsored by Houghton Mifflin Harcourt, Dollar General Literacy Foundation, McGraw-Hill Education, and Essential Education. Our hope is to not only raise the visibility of adult education but to also ensure that adults are aware that they can receive the services they so desperately need. One focus of these efforts is giving our state association partners the tools that they need to grow at the local level through a series of new tools and kits. Thank you to Ward Circle Strategies, our partner in this valiant effort.

Most of all we would like to thank you, the conferee, for taking the time to attend our national conference! We hope that the conference exceeds your expectation in every way, and encourage you to complete a short 3-question survey on the App after each session. And be sure to complete the overall conference evaluation so that you can download your Certificate of Attendance and be placed in a drawing for a FREE registration for our 2017 conference in Orlando, Florida!

Sincerely,

Sharon Bonney
Executive Director
Welcome

Howdy Ya’ll! Welcome to Texas where everything is BIGGER and BETTER! On behalf of the Commission of Adult Basic Education (COABE) and the Texas Association for Literacy and Adult Education (TALAE), welcome to Dallas, Texas for our annual COABE conference. We are excited to be in Texas where we have planned one of the best COABE conferences yet. As 2016 COABE Co-Chairs, we have been hard at work for over a year to provide you professional development sessions, informative activities, networking opportunities and entertainment with a Texas flair.

We will commence with our Texas Size Welcome on Sunday evening, and our opening session on Monday will feature Sharon Darling and Neil Bush. We will also have the exhibits grand opening with an original Texas primer you will not want to miss! Monday will also include our COABE/TALAE Awards Lunch and wrap up the evening with the President’s Reception. Tuesday’s general session will feature Johan E. Uvin, Acting Assistant Secretary for the Office of Career, Technical, and Adult Education (OCTAE), and Eddie Deen, a local philanthropist. Tuesday afternoon, there will be a meeting for state association leaders with Johan Uvin which was very popular last year. Tuesday evening will feature a special event you will not want to forego with Texas barbecue, music, and dancing.

Throughout the week, the conference will feature an abundance of professional development sessions. We have planned more than 15 strands with over 350 sessions to address the educational needs of our adult learners. The sessions will focus on best practices and training from national level presenters. The conference will close with a talk from a National Geographic Scientist, Juan Martinez.

To acquaint you with the Dallas, Texas area, we have special events planned with tours to the famous Dallas Cowboys Stadium, Southfork Ranch and the Fort Worth Stockyards. On Wednesday afternoon, there will be a tour of the Dallas highlights that are a must see.

We would like to thank the COABE and TALAE Board members for their assistance in preparing for the conference. In addition, we would like to thank all our volunteers, sponsors, exhibitors and conference session presenters for making the conference a teaching and learning experience. Finally, we would like to thank YOU for attending this year’s conference. This conference is not possible without your support.

We know you will enjoy the conference and agree with us that everything is BIGGER and BETTER in Texas!

Kaye Sharbono
COABE Conference Chair
COABE President-Elect

Martin Loa
Conference Co-Chair
TALAE President-Elect
As Governor of Texas, I am pleased to welcome you to the COABE/TALAE National Conference in Dallas.

One of our greatest responsibilities is to provide quality education. Through professional development, public relations, legislative efforts and research, the Commission on Adult Basic Education and Texas Association for Literacy and Adult Education have worked tirelessly to educate all students, regardless of age, career goals or walk of life.

As teachers and administrators gather for this conference with the objective of providing outstanding education, I am certain you will be able to pinpoint and discuss the issues most important to improving adult education opportunities. I know this conference will serve as a chance to network, share insights with others and discuss efficient and effective ways of implementing plans.

I commend you all for the work you are doing to better educate our fellow citizens. I am certain the progress made at this conference will help them succeed in the challenges and opportunities ahead.

First Lady Cecilia Abbott joins me in sending best wishes for a productive conference.

Sincerely,

Greg Abbott
Governor
State of Texas
Greetings!

On behalf of the city of Dallas and my colleagues on the Dallas City Council, it is my pleasure to welcome you to the COBAE/TALAE national conference in Big D.

It’s an honor to host members of the Commission on Adult Basic Education and Texas Association for Literacy and Adult Education. The conference’s Bigger and Better in Texas theme reflects our city’s spirit. Big Things Happen Here and we hope that the optimism and vibrancy of this 21st century city leave you with a strong desire to return soon.

Take a few minutes to enjoy some of our new restaurants, shopping, cultural and entertainment venues and green spaces, all made possible through $20 billion in recent economic development. Understanding that Neil Bush is among your scheduled speakers, you won’t want to miss the state-of-the-art technology and educational George W. Bush Presidential Center. The Perot Museum of Nature & Science, boasting more than three million visitors in under three years, the GeO-Deck at the Hyatt Regency Dallas and the new Klyde Warren Park greenspace built over a freeway to connect the Dallas Arts District with Uptown are as beautiful as they are impressive examples of science, technology and urban planning at their best. All are near your Sheraton Dallas host hotel.

The Dallas Convention & Visitors Bureau and our hospitality industry are dedicated to delivering an outstanding experience for you. I hope you discover why we love to call Dallas our home and we look forward to hosting you in our city in future years.

Best regards,

Michael S. Rawlings
Mayor
City of Dallas
Dear COABE Conference Attendees:

On behalf of Texas Workforce Commission Chairman Andres Alcantar and our Commission, I am pleased to welcome you to the national adult education conference!

Bigger and Better in Texas…What a fitting theme for this year’s conference. Our Texas adult education community, the Texas Workforce Commission, and our state Workforce Solutions system are excited to welcome you to the Lone Star State. We are eager to engage you in making this year’s conference informational, dynamic, and inspirational.

The TWC Commissioners have led a transformation of adult education in Texas and we are implementing a system with the goal of increasing employment, postsecondary transition, skill gains, and secondary completions through demonstrated approaches that integrate system services and leverage community partnerships. Since 2013, Texas adult education, workforce, and workforce training practitioners have been working together persistently to enhance services to deliver these outcomes for students.

Adult educators across the country have a very busy year ahead implementing changes under the Workforce Innovation and Opportunity Act. Texas is excited to share our successes in better positioning students for success through partnerships with our workforce and training systems. I encourage you to engage the Texas delegation at the conference. We are always willing to share and learn!

This year’s conference agenda is packed with sessions that will support your efforts toward an enhanced focus on new program models and robust local alliances that expand the reach and quality of adult education and literacy services in our communities. Finding ways to infuse innovation into educational services and, especially, to leverage the strengths of various education, training and career development resources available to students is our prime focus this year. We share a goal of building and fostering a wider array of services for students and better assisting them in their educational goals that support career development, higher education transition, and strengthened families and communities.

My hope is that you will leave COABE and Texas inspired and with a revitalized vision as to how you can best support your own communities to implement the important work that lies ahead.

Sincerely,

Anson Green
State Director, Adult Education and Literacy
Texas Workforce Commission
MONDAY OPENING SESSION
Sponsored by Houghton Mifflin Harcourt

Monday, April 11 * 8:30am – 9:45am
Dallas Ballroom C&D, Level 1

Roberto Alonzo
Texas State Representative

Roberto R. Alonzo was officially sworn in to start his ninth 2-year term as a Texas State Representative for House District 104 in January 2015, having been first elected in November 1992, starting his first term during the 73rd Regular Session in 1993. He has also served during the 74th (1995), 78th (2003), 79th (2005), 80th (2007), 81st (2009) and 82nd (2011), 83rd (2013) and 84th (2015) regular Sessions. State Rep. Alonzo serves House District 104 in the Legislature, which is in southwest Dallas including primarily the communities of Oak Cliff, Cockrell Hill, northeast, south and east Grand Prairie, North Oak Cliff, west Dallas, Arcadia Park, as well as a portion of south Irving. When he was first elected, Rep. Alonzo made history by becoming the first Mexican American from North Texas elected to the Legislature, outdistancing his opponents by a 2 to 1 margin with over 66% percent of the vote. However, making history is nothing new to Rep. Alonzo. In 1978, as a college student, Rep. Alonzo became the first Hispanic elected President of the Student Government at the University of Texas at Austin.

Rep. Alonzo currently serves on the Higher Education Committee, Calendars Committee, House Administration Committee, and as Vice Chair of the Pensions Committee. He was named Legislator of the Year in 2015, by the Texas Public Employees Association, a nonunion, nonpartisan legislative advocacy organization for Texas state government employees and retirees. Alonzo distinguished himself in the eyes of the association’s 15,000 members for the leadership role they took in addressing the unfunded liabilities of the Employees Retirement System (ERS) pension fund through the authorship and passage of House Bill 9. Roberto R. Alonzo is also an active member of both the National Conference of State Legislators (NCSL) and the National Hispanic Caucus of State Legislators (NHCSL).

Rep. Alonzo is married to the former Sylvana Avila, also of Crystal City. They have three children: Roberto, Jr.; Maria Xiomara; and Jose Maria Emeterio.
Sharon Darling is the president and founder of the National Center for Families Learning (NCFL). NCFL is internationally recognized as the leader in the field of family literacy and parent engagement and is well known for placing family literacy—parents and children learning together—on the agenda for social change.

Well over a million families have improved their quality of life through the efforts of NCFL.

Ms. Darling’s career in adult education includes being an adult basic education teacher, state director of adult and community education, and a state GED® administrator.

She currently serves as an advisor on education issues to governors, policymakers, business leaders and foundations. Her work has been instrumental in shaping state and federal policies and laws that address critical societal issues such as welfare reform, education reform and the development of a skilled workforce. She serves on the board of the U.S. National Commission for UNESCO. Recognition for Ms. Darling’s pioneering achievements includes the National Humanities Medal, the Albert Schweitzer Prize for Humanitarianism, the Charles A. Dana Award for Pioneering Achievement in Education, and the Harold W. McGraw Award for Outstanding Educator. She has received several honorary doctorate degrees for her contributions to education, is frequently quoted in the media on issues related to parent engagement and school reform, adult and family literacy, and has been featured on the Arts & Entertainment television network’s series, Biography.
Neil Bush is an international businessman who is active in service. He serves as chair of the Points of Light Board of Directors, where Neil expands the vision launched by his father highlighting the critical importance of volunteers to the success of individual lives and the life of our country. Neil is a director of the Bush School of Government and Public Service at Texas A&M and serves on the board of the Houston Salvation Army. Neil and his wife, Maria, are co-chairs of the Barbara Bush Houston Literacy Foundation, dedicated to increasing literacy rates for Houstonians of all ages. Neil is a recent inductee into the Houston Rotary.

In his professional life, Neil develops international business opportunities. He is chair of Singhaiyi, a Singapore company investing in U.S. real estate, and director of Hong Kong’s Hoifu Energy, which has a diverse line of energy businesses. Neil is a director of American Pacific International Capital, Inc., an international investment holding company. Neil is a member of the Board of the Asia Society Texas Center in Houston. Neil is chair of the Bush China US Relations Conference, which convenes American and Chinese leaders to cooperate on issues of global importance.

Neil and Maria have six wonderful children and they are proud that the family passion for service has passed on to the next generation. Neil’s daughter, Lauren Bush Lauren, is founder and CEO of FEED Projects, a nonprofit that has provided over 85 million meals to be served in schools in Africa on behalf of the UN World Food Programme. His son, Pierce Bush, mentors an inner-city youngster and leads Big Brothers Big Sisters in Houston.

Neil earned an MBA and a BA in international economics from Tulane University.
Anson Green joined the Texas Workforce Commission (TWC) on July 1, 2013, as the Director of the Adult Education and Literacy program. Mr. Green's diverse background spanning national, state, and local leadership positions in adult and developmental education, workforce development, and in community colleges affords him the ability develop and direct a wide variety of innovative service delivery models to support student success. Mr. Green directed the transition of the adult education program to the TWC including the development of agency policy, the performance and accountability quality model, career pathways system, and the statewide competition of the entire 73 million dollar adult education system in Texas. Mr. Green is a member of both the National Reporting System Technical Workgroup and WIOA Data Infrastructure workgroup.

Prior to joining TWC, Mr. Green directed strategic partnerships at Alamo Colleges in San Antonio, Texas, where he directed the Alamo I-BEST Initiative, part of a bold redesign of all adult basic education and remedial studies at Alamo Colleges, which emphasizes rapid attachment to career clusters, higher education, and employment. He also served as a member of Workforce Solutions Alamo Board of Directors.

Previously, Mr. Green provided training solutions as a member of TWC’s Workforce Business Services department. He led the implementation of state policy on workforce literacy and collaborated with state elected officials and agencies on enhancement to the Texas adult education system. In 2007, he facilitated the development of over eight million dollars in Skills Development Fund projects for businesses and directed and coauthored The Limited English Proficiency Guide for Workforce Professionals.

In 2000, Mr. Green served as a research fellow at the National Institute for Literacy in Washington and as a delegate to the first National Adult Literacy Summit. He has held teaching posts at St. Philip’s College, San Antonio College, Northwest Vista College, Florida State University, Texas Lutheran University, and Northside Independent School District.
International caterer, adjunct professor, pianist, song writer, and community leader, are all apt descriptions of Eddie Deen, whose intellect, commitment, and generosity serves as a model for those who want to be an instrument of change in the 21st Century. Eddie graduated from Texas A&M University in 1979, with a Bachelor of Science in Agriculture.

He grew up on a farm/ranch in Wills Point, Texas, the youngest of six children. In 1980 he opened his first barbeque restaurant on the shores of Lake Tawakoni, one of Texas’ largest lakes. In 1995 he launched his career in the catering business, starting Eddie Deen and Company, a catering entity that has since catered events in Europe, Africa, and all across the United States. Eddie Deen and Company has catered over 87,000 guest for former President George W. Bush, including several inaugurations held in Austin, Texas and Washington DC. For the last 20 years, Eddie Deen and Company has been the official caterer of the Texas Gubernatorial celebrations, collectively catering over 74,000 guest. Other business interest includes cattle ranching, entertainment venues, commercial and residential rental properties, and restaurants.

He is the father of five children, ranging in ages from 8 to 30 years old. He is married to Allison and they are the proud parents of Abby, Elijah, and Edison. His older children, Brent and Raleigh, are active in the restaurant and catering businesses.

Eddie’s greatest aspirations originated when he realized that he could make a real difference in the lives of those who have fallen on hard times. Since the start of this century, Eddie has been looking for the underlying cause of human suffering, searching for clues in the homeless shelters of Dallas, Texas. His program, “Owner of the Brain”, has been presented to several thousand homeless men and women in and throughout Texas.

Today his curriculum is also being presented at an inner city school in Dallas, Texas. There are approximately 100 students currently working in this leadership program. Eddie believes that the true measure of success is found in the word “hospitality”. He always wants to know how you are a benefit to others. With the help of parents and teachers, his program teaches young people that what matters in life, is your self-interpretation. Eddie says, “When you can feel lovable, you can give love to others.” The program focuses on helping children go back and change adverse childhood experiences when necessary.

All of Eddie’s programs have one mission in mind, if a body and a brain is a ship, let’s bring the captain back to the ship.
Johan E. Uvin joined the Office of Career, Technical, and Adult Education (OCTAE) in December 2009 as senior policy advisor to Assistant Secretary Brenda Dann-Messier. In 2011, Uvin was appointed to the position of deputy assistant secretary for policy and strategic initiatives. In that capacity, he coordinates all policy and strategy development for OCTAE. This office is responsible for the Department's adult education portfolio, including corrections and reentry education, secondary, postsecondary and adult career and technical education, and community colleges.

In 2012, Uvin assumed additional responsibilities as the acting director of the Policy Research and Evaluation Services Division of OCTAE and the co-chair of the Interagency Forum on Disconnected Youth, a multi-agency federal collaboration to improve the outcomes of disconnected youths. Since 2010, he has also been a member of the steering committee of the Domestic Policy Council’s New Americans Citizenship and Integration Initiative, which developed a framework for federal efforts on immigrant integration. Uvin further leads the Department's Pay for Success work and coordinates the Department’s responsibilities related to the implementation of the Presidential Memorandum on Job-Driven Training. In May 2014, U.S. Secretary of Education Arne Duncan named Uvin acting assistant secretary for OCTAE.

Prior to his appointments at the Department, Uvin led the Rhode Island state office that oversees adult education, career and technical education, and GED® testing. He also held several leadership positions in education and workforce development in both the public and private sectors.

Uvin holds a doctorate in administration, planning and social policy and a master’s degree in international education from Harvard University. He also holds a Master of Arts in teaching English to speakers of other languages (TESOL) from the School of International Training in Brattleboro, Vermont.

Uvin is married to Alison Simmons and has two young adult twin sons. When not in D.C. he resides in Roslindale, Massachusetts.
How does a boy whose family lived in a tool shed in South Central Los Angeles grow up to be a national leader, invited to the White House, and driven to change an entire generation’s relationship with nature? Ask Juan Martinez.

“My parents exemplified the values they preached to me—get an education, nurture your family, strive to do better.” But reality on the street was teaching him a very different lesson. “In my neighborhood it was gang members who succeeded, had what I wanted, and could provide for their families. It’s not that I thought it was glamorous, it was survival.” On the verge of following that path, something wonderful happened to him: a failing grade in high school science.

The teacher saw beyond the grade to Martinez’s potential and promised he could pass the class by staying after school for the next three months and joining the Eco Club. The club had carved out a small garden patch where Martinez spent afternoons planting jalapeño seeds. Then a much bigger idea was planted—the chance to join a two-week scholarship trip to Wyoming’s Teton Science Schools. “Ten years later, I still can’t find words to describe the first moment I saw those mountains rising up from the valley,” Martinez recalls. “Watching bison, seeing a sky full of stars, and hiking through that scenery was overwhelming.”

Returning to L.A. proved even more overwhelming. “Taking a kid from my kind of neighborhood, showing them heaven, then bringing them back home, creates a very hard transition.” Martinez worked through his anger and depression by jumping at any chance to share his experience and head back to the wilderness. Organizations like the Sierra Club and Outward Bound Adventures began to take notice, seeing not only his enthusiasm but also his leadership skills.

Today, Martinez is planting seeds again as a national spokesman for the importance of getting youth into the outdoors, especially those from disadvantaged backgrounds. He attends White House forums, advises the U.S. Department of the Interior on plans to create a youth conservation corps, serves as National Youth Volunteer Coordinator for the Sierra Club, and organizes youth delegations to conferences on green jobs and outdoor experiences. Above all, he focuses on inspiring and nurturing grassroots action by the 15- to 29-year-old “Millennial” generation. To that end, he spearheads the Natural Leaders Network of the Children & Nature Network, an organization creating links between environmental organizations, corporations, government, education, and individuals to reconnect children with nature.
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**Local Events/Tours/Meals Chairs**
Debbie Klepper
Octaviano Garza
CONFERENCE INFORMATION

#COABE16

**Daily Updates**—Daily updates of concurrent session changes, cancellations, location changes, and other important announcements will be posted on the COABE app. Changes will also be announced during general sessions and at meal events. Remember to check each day for updates!

**Name Badges and Event Tickets**—Your name badge must be worn at all times and is required for entrance to all general sessions, concurrent sessions, and events, both on and off-site. Event ticket(s) purchased will be included in your name badge holder for access to each event. Any changes to the badge or event tickets can be made at the COABE registration desk.

**Conference Hotels**—The Sheraton Dallas is the conference flagship hotel. The other hotels welcoming conferees to Dallas, TX are the Dallas Marriott, Aloft Plaza, Crowne Plaza, and Hotel Indigo.

**Conference Registration**—Registration check-in for the conference is located on the 1st floor of the Sheraton Dallas. The registration desk will be staffed from 7:00am to 4:30pm Sunday, 8:00am to 5:00 pm on Monday, 8:00am to 5:00pm on Tuesday, and from 8:00am to 10am on Wednesday.

**Tours**—A limited number of tickets may be available for off-site excursions. Please check with the COABE registration desk for availability.

**Volunteers**—COABE conference volunteers will be designated by red vests. Please don’t hesitate to ask them if you need assistance.

**Exhibit Area**—The vendors are showcasing their products and solutions in the exhibit ballroom on the 1st floor of the Sheraton Dallas. The exhibit hall will be open from 9:45am to 5pm on Monday, 8am to 5pm on Tuesday, and 8am to 2pm on Wednesday.

**Tech Tent and App**—The Tech Tent will be staffed throughout the conference by dedicated volunteers on COABE’s technology committee and will be located in the Exhibit Hall. Should you have any questions about the App, feel free to stop by the Tech Tent area for assistance. You will also notice a number of App Ambassadors designated by a special “Ask Me About the App” button. They are available to answer questions about the App.

**Session Evaluations and Final Survey**—We want your feedback! Please be sure to complete a confidential evaluation on the COABE App for each session you attend as the conference progresses! At the close of the session, all conferees will be encouraged to complete a final overall survey. Upon completion of the final survey, you will receive your certificate of completion for the conference and will be entered into a drawing for a complimentary registration to attend COABE 2017 in Orlando, FL on April 2-5, 2017!

**CEUs**—We are proud to partner with the Sioux Falls University for our CEU options this year. Please check the flyer in your conference bag for more details.
Administrative Software Applications, Inc. #216
1310 Hollenbeck Avenue, Suite C
Sunnyvale, CA 94087
(408) 775-7575 — asapconnected.com

Align and Redesign #414
4000 The Old Poste Rd.
Columbus, OH 43221
(614) 595-4665 — alignandredesign.com

American Association for Adult and Continuing Education (AAACE) #312
1827 Powers Ferry Rd, Bldg 14, Ste 100
Atlanta, GA 30339
(678) 271-4319 — aaace.org

American Library Association #514
50 E. Huron St.
Chicago, IL 60611
(312) 280-3275 — ala.org/literacy

Aztec Software #305
51 Commerce St.
Springfield, NJ 07081
(800) 273-0033 — aztecsoftware.com

Benchmark Integrated Technology Services #217
P.O. BOX 2350
Tuscaloosa, AL 35403
(888) 344-5950 — benchmarkkits.com

Burlington English #500
4800 N. Federal Hwy., Ste E207
Boca Raton, FL 33431
(561) 672-7826 — burlingtonenglish.com

Cambridge Educational Services #106
2860 S River Road
Des Plaines, IL 60018
(847) 299-2930 — camb-ed-us.com

Cambridge University Press #510
32 Avenue of the Americas
New York, NY 10013
(212) 337-6561 — cambridge.org

CASAS #204
5151 Murphy Canyon Rd, Ste 220
San Diego, CA 92123
(858) 292-2900 — casas.org

Classroom Complete Press #111
Box 19729
San Diego, CA 92159
(800) 663-3609 — classroomcompletepress.com

COABE #505
P.O. Box 620
Syracuse, NY 13206
(888) 442-6223 — coabe.org

COABE APP #511
P.O. Box 620
Syracuse, NY 13206
(888) 442-6223 — coabe.org/get-the-app/

COABE17 #503
912 S. Martin Luther King, Jr., Blvd.
Tallahassee, FL 32301
(850) 222-2233 — aceofflorida.org

DRC|CTB #406
20 Ryan Ranch Road
Monterey, CA 93940
(831) 393-7995 — datarecognitioncorp.com

Edmentum #410
2425 N. Central Expy Ste. 1000
Richardson, TX 75080
(214) 294-9666 — edmentum.com

English Discoveries #115
16258 Andalusia Lane
Delray Beach, FL 33446
(800) 469-9154 — englishdiscoveries.net
## EXHIBITORS

<table>
<thead>
<tr>
<th>#</th>
<th>Exhibitor Name</th>
<th>Address</th>
<th>City, State Zip</th>
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<tr>
<td>211</td>
<td>English on a Roll</td>
<td>P.O. Box 34</td>
<td>Orcas, WA 98280</td>
<td>(614) 266-4366 — englishonaroll.com</td>
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<tr>
<td>515</td>
<td>Entrinsik, Inc</td>
<td>7721 Six Forks Rd Ste 100</td>
<td>Raleigh, NC 27615</td>
<td>(919) 900-8730 — entrinsik.com</td>
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<tr>
<td>101</td>
<td>Essential Education</td>
<td>895 NW Grant Ave.</td>
<td>Corvallis, OR 97330</td>
<td>(541) 225-5194 — essentialed.com</td>
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<tr>
<td>100</td>
<td>ETS HiSET</td>
<td>600 Rosedale Rd</td>
<td>Princeton, NJ 08541</td>
<td>(609) 619-1640 — hiset.ets.org</td>
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<tr>
<td>113</td>
<td>Federal Trade Commission</td>
<td>600 Pennsylvania Ave, NW CC-10402</td>
<td>Washington, DC 20580</td>
<td>Not Given — ftc.gov</td>
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<tr>
<td>416</td>
<td>Focus School Software</td>
<td>475 Central Avenue Suite 400</td>
<td>St. Peters, FL 33701</td>
<td>(727) 388-4261 — focusschoolsoftware.com</td>
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<tr>
<td>201</td>
<td>GED Testing Service</td>
<td>1919 M Street N.W. Suite 600</td>
<td>Washington, DC 20036</td>
<td>(202) 471-2203 — gedtestingservice.com</td>
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<tr>
<td>202</td>
<td>Grass Roots Press</td>
<td>6520 82 Avenue</td>
<td>Edmonton, AB T6B 0E7</td>
<td>(780) 413-6491 — grassrootsbooks.net</td>
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<tr>
<td>301</td>
<td>Houghton Mifflin Harcourt</td>
<td>One Pierce Place, Suite 900W</td>
<td>Itasca, IL 60143</td>
<td>(630) 338-6402 — hmhco.com</td>
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<tr>
<td>417</td>
<td>I'm Not Afraid Publications, Inc.</td>
<td>P.O. Box 1586</td>
<td>Norman, OK 73070</td>
<td>(405) 413-1586 — imnotafraidpublications.com</td>
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<tr>
<td>310</td>
<td>Intercambio Uniting Communities</td>
<td>4735 Walnut St Suite B</td>
<td>Boulder, CO 80301</td>
<td>(303) 996-0275 — intercambio.org</td>
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<tr>
<td>412</td>
<td>JIST Career Solutions</td>
<td>875 Montreal Way</td>
<td>St. Paul, MN 55102</td>
<td>(574) 540-9154 — JIST.com</td>
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<tr>
<td>506</td>
<td>Kansas State University Global Campus</td>
<td>1615 Anderson Ave</td>
<td>Manhattan, KS 66502</td>
<td>(785) 532-5888 — global.ksu.edu</td>
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<tr>
<td>102</td>
<td>KET College and Career Ready</td>
<td>600 Cooper Dr.</td>
<td>Lexington, KY 40502</td>
<td>(859) 258-7218 — ket.org</td>
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<tr>
<td>513</td>
<td>Learning Games Studios</td>
<td>222 Third Street Suite 0300</td>
<td>Cambridge, MA 02132</td>
<td>(415) 425-6183 — learninggamesstudios.com</td>
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<tr>
<td>317</td>
<td>Life Skills Education</td>
<td>314 Washington Street</td>
<td>Northfield, MN 55057</td>
<td>(507) 645-2994 — lifeskilled.com</td>
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<tr>
<td>213</td>
<td>LINCS</td>
<td>600 Henley St, Suite 312</td>
<td>Knoxville, TN 37996</td>
<td>(865) 974-4258 — lincs.ed.gov</td>
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<tr>
<td>401</td>
<td>McGraw-Hill Education</td>
<td>8787 Orion Place</td>
<td>Columbus, OH 43241</td>
<td>(614) 430-4241 — mheducation.com</td>
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<td>(303) 224-3502 — nefe.org</td>
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<td><strong>National Geographic Learning/Cengage Learning</strong></td>
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<td>(281) 851-8483 — ngl.cengage.com</td>
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<td>(502) 584-1133 — familieslearning.org</td>
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<td>(205) 247-3124 — pacelearning.com</td>
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<td>(914) 287-8329 — longmanhomeusa.com</td>
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<td><strong>PrepPath</strong></td>
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<td>(800) 341-3153 — preppath.com</td>
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<td><strong>Reading Horizons</strong></td>
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<td>60 N Cutler Drive, Suite 101</td>
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<td>North Salt Lake, UT 84054</td>
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<td>(800) 333-0045 — readinghorizons.com</td>
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<td><strong>Research Allies for Lifelong Learning</strong></td>
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<td>Vienna, VA 22181</td>
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<td>(703) 399-5948 — researchallies.org</td>
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<td><strong>Rosetta Stone</strong></td>
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<td>Arlington, VA 22209</td>
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<td>(703) 522-9954 — rosettastone.com/highereducation</td>
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<td>(361) 573-7323 — www-tcall.tamu.edu/talae/index.htm</td>
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<td>4905 Del Ray Avenue, Suite 307</td>
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<td>(800) 366-4614 — teknimedia.com</td>
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<td><strong>Texas A&amp;M Adult Education and Human Resource Development Program</strong></td>
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<td>4226 TAMU 511 Harrington Tower</td>
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<td><strong>Texas Center for the Advancement of Literacy &amp; Learning</strong></td>
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<tr>
<td>The Center for Work Ethic Development</td>
<td>516</td>
<td>2525 16th Street Suite 214, Denver, CO 80211</td>
<td>(303) 433-3243</td>
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<tr>
<td>The Pennsylvania State University, Lifelong Learning and Adult Education</td>
<td>117</td>
<td>303 Keller Building, University Park, PA 16802</td>
<td>(202) 615-2613</td>
<td>worldcampus.psu.edu</td>
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<tr>
<td>Townsend Press</td>
<td>206</td>
<td>439 Kelley Drive, West Berlin, NJ 08091</td>
<td>(888) 752-6410</td>
<td>townsendpress.com</td>
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<tr>
<td>Vocational Research Institute</td>
<td>415</td>
<td>1845 Walnut Street, Philadelphia, PA 19103</td>
<td>(800) 874-5387</td>
<td>vri.org</td>
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<tr>
<td>Volunteers</td>
<td>509</td>
<td>P O Box 620, Syracuse, NY 13206</td>
<td>(888) 442-6223</td>
<td>coabe.org/call-for-volunteers</td>
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<tr>
<td>World Education, Inc.</td>
<td>212</td>
<td>44 Farnsworth St, Boston, MA 02210</td>
<td>(617) 482-9485</td>
<td>worlded.org</td>
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<tr>
<td>Zest Impressions</td>
<td>116</td>
<td>140 Chickadee Cove, Kyle, TX 78640</td>
<td>(512) 569-9218</td>
<td>TheSweetAdventure.com</td>
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## SESSIONS BY STRAND

### AIR
**Sponsored by American Institute for Research**

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<thead>
<tr>
<th>Session Type</th>
<th>Date/Time</th>
<th>Topic</th>
<th>Primary Presenter</th>
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<tr>
<td>Monday Session 1</td>
<td>10:45am - 12:00pm</td>
<td>Why Adult Education Matters: New PIAAC Data About the Skills of Adults 16-74 in the United States</td>
<td>Katie Landeros</td>
<td>Cityview 3, Level 4</td>
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<tr>
<td>Monday Session 2</td>
<td>2:00pm - 3:15pm</td>
<td>Exploring How Problem Solving in Technology-Rich Environments Can Be Used to Design Responsive Programming</td>
<td>Jill Castek</td>
<td>Majestic 4, Level 37</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am - 10:45am</td>
<td>Literacy, Numeracy, and Health Among Immigrants and U.S.-Born Adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC)</td>
<td>Esther Prins</td>
<td>Cityview 4, Level 4</td>
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<td>Tuesday Session 6</td>
<td>2:00pm - 3:15pm</td>
<td>Enhancing Reading Instruction for Adults Using the PIAAC Framework for Literacy</td>
<td>Amy Trawick</td>
<td>Trinity 4, Level 3</td>
</tr>
<tr>
<td>Tuesday Session 7</td>
<td>3:45pm - 5:00 pm</td>
<td>Adult Non-Participation in Education: Detouring from the Pathway</td>
<td>Margaret Patterson</td>
<td>Trinity 3, Level 3</td>
</tr>
<tr>
<td>Wednesday Session 9</td>
<td>11:00am - 12:15pm</td>
<td>PIAAC’s Implications for Policy and Practice</td>
<td>Katie Landeros</td>
<td>Cityview 3, Level 4</td>
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### Career Pathways
**Sponsored by Carson Consulting and Training**

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<tr>
<th>Session Type</th>
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<th>Topic</th>
<th>Primary Presenter</th>
<th>Location</th>
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<tbody>
<tr>
<td>Sunday Full Preconference</td>
<td>8:30am - 3:30pm</td>
<td>WIOA and Career Pathways: Making an Action Plan</td>
<td>Michelle Carson</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td>Monday Session 1</td>
<td>10:45am - 12:00pm</td>
<td>A New Research Partnership: Career Pathways and Adult Basic Education in High-Need Cities</td>
<td>Esther Prins</td>
<td>Cityview 6, Level 4</td>
</tr>
<tr>
<td>Monday Session 1</td>
<td>10:45am - 12:00pm</td>
<td>Career Pathways Strategies for Small, Rural Programs and Low-Level Learners</td>
<td>Jeff Fantine</td>
<td>Cityview 7, Level 4</td>
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<tr>
<td>Monday Session 2</td>
<td>2:00pm - 3:15pm</td>
<td>Aligning Systems to Connect Lower-Level Learners with Career Pathways</td>
<td>Juan Carlos Aguirre</td>
<td>Cityview 2, Level 4</td>
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<tr>
<td>Monday Session 2</td>
<td>2:00pm - 3:15pm</td>
<td>Mississippi Integrated Basic Education and Skills Training (MIBEST) Model</td>
<td>Sandy Crist</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Monday Session 3</td>
<td>3:45pm - 5:00pm</td>
<td>Career and College Awareness Instruction for ABE Learners</td>
<td>Judith Alamprese</td>
<td>Cityview 7, Level 4</td>
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<tr>
<td>Monday Session 3</td>
<td>3:45pm - 5:00pm</td>
<td>Career Pathways and CCRS: How the Department of Labor’s Building Blocks Model Explains Contextualized Instruction</td>
<td>Hilary Major</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Monday Session 3</td>
<td>3:45pm - 5:00pm</td>
<td>Develop a Career Interest Self-Assessment Tool</td>
<td>Sandy Goodman</td>
<td>Cityview 8, Level 4</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am - 10:45am</td>
<td>Austin Community College: Making Our Career Pathways Bigger and Better</td>
<td>Mechelle Marler</td>
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## Career Pathways

Sponsored by Carson Consulting and Training

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<th>Session Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Building Employability Skills with Project-Based Service-Learning Activities</td>
<td>Blaire Willson Toso</td>
<td>Cityview 7, Level 4</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Career Pathways: A Systemic Approach</td>
<td>Karen Bautista</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Career Pathways: Designing and Implementing Texas Style</td>
<td>Anson Green</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Healthcare Career Pathway Initiative for Low-Literate Adults</td>
<td>Laureen Atkins</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Healthy Partnerships: Workplace Literacy Reaches More Adult Learners</td>
<td>Melissa Sadler-Nitu</td>
<td>Majestic 7, Level 37</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am – 10:45am Innovation in Integration: How an Iowa Adult Ed Program Has Reimagined I-BEST</td>
<td>Jennette Shepard</td>
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<tr>
<td>Tuesday Session 4</td>
<td>11:00am – 12:15pm Collaborative Teaching: Collaboration, Transition, Success!!</td>
<td>Shawn Jensen</td>
<td>Cityview 7, Level 4</td>
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<tr>
<td>Tuesday Session 5</td>
<td>11:00am – 12:15pm Correctional Career Pathways: A Journey to Hope</td>
<td>Kim Gass</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Tuesday Session 5</td>
<td>11:00am – 12:15pm I-Better: Successes and Lessons Learned Through Implementing I-BEST Programs</td>
<td>Wendy Scheder-Black</td>
<td>Cityview 8, Level 4</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm Adult Education and Literacy: Work-Based Project for Construction Workers</td>
<td>Angela Johnson</td>
<td>Cityview 8, Level 4</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm Career Navigator: Exploring this New Role</td>
<td>Melissa Sadler-Nitu</td>
<td>Trinity 1, Level 3</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm Developing Comprehensive Career Pathways Systems in ABE</td>
<td>Judith Alamprese</td>
<td>Cityview 2, Level 4</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm From Community to College: Extending Career Pathways to Engage ESL and ABE Learners</td>
<td>Denise Hinojosa Orand</td>
<td>Cityview 1, Level 4</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm Integrated Competency-Based Education for Underprepared Learners</td>
<td>Amy Girardi</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00 pm Social Capital Skills: THE Missing Piece for Student Success</td>
<td>Laura Weisel</td>
<td>Cityview 3, Level 4</td>
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<tr>
<td>Wednesday Session 10</td>
<td>2:00pm – 3:15pm Apprenticeship Programs—From Concept to Implementation in Five Steps!</td>
<td>Kenneth Mall</td>
<td>Cityview 7, Level 4</td>
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<tr>
<td>Wednesday Session 10</td>
<td>2:00pm – 3:15pm Charting the Course—Building Meaningful Career Pathways for Adult Learners</td>
<td>Jeffrey Goumas</td>
<td>Cityview 8, Level 4</td>
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## Corrections

### Sponsored by Corrections Corporation of America

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<tr>
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<th>Primary Presenter</th>
<th>Location</th>
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<tbody>
<tr>
<td>Sunday Morning Preconference</td>
<td>8:30am - 11:30am</td>
<td>Impact Teaching</td>
<td>Carl Olson</td>
<td>Cityview 2, Level 4</td>
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<tr>
<td>Sunday Morning Preconference</td>
<td>8:30am - 11:30am</td>
<td>No Right or Wrong...Only Progression</td>
<td>Telly Mikel</td>
<td>Cityview 3, Level 4</td>
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<tr>
<td>Monday Session 1</td>
<td>10:45am - 12:00pm</td>
<td>High Tech, Low Tech, No Tech: Incorporating Technology in Correction Classrooms</td>
<td>Amanda Dawahare</td>
<td>Cityview 1, Level 4</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am - 10:45am</td>
<td>Developing a Positive Culture for Student Success</td>
<td>Mark Peterson</td>
<td>Majestic 2, Level 37</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am - 10:45am</td>
<td>Looking Through the LENS—Learning, Engagement, Next Steps: The Adult Education and Culturally Responsive Teaching Connection</td>
<td>Latosha Branch</td>
<td>Majestic 8, Level 37</td>
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<tr>
<td>Tuesday Session 4</td>
<td>9:30am - 10:45am</td>
<td>The Impact and Outcomes of PLCs in a Correctional Setting</td>
<td>Rosary-Joyce Kennedy</td>
<td>Majestic 3, Level 37</td>
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<tr>
<td>Tuesday Session 5</td>
<td>11:00am - 12:15pm</td>
<td>Lean Load Instruction Design</td>
<td>Shannon Sims</td>
<td>Cityview 2, Level 4</td>
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<tr>
<td>Tuesday Session 6</td>
<td>2:00pm - 3:15pm</td>
<td>Best Practices in Corrections Education</td>
<td>Jane Bledsoe</td>
<td>Cityview 6, Level 4</td>
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<tr>
<td>Wednesday Session 9</td>
<td>11:00am - 12:15pm</td>
<td>Do Graphic Organizers Really Increase Student Achievement?</td>
<td>Kathy Olesen-Tracey</td>
<td>Cityview 1, Level 4</td>
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## Sessions by Strand

### Development Education

Sponsored by the Texas State University

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<th>Location</th>
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<tbody>
<tr>
<td>Monday Session 1</td>
<td>10:45am – 12:00pm</td>
<td>Professional Development: Practitioner Perspectives</td>
<td>Mary Helen Martinez</td>
<td>Dallas Ballroom D3, Level 1</td>
</tr>
<tr>
<td>Monday Session 3</td>
<td>3:45pm – 5:00pm</td>
<td>Stepping Up Your Performance: Four Steps to Proofreading</td>
<td>Ann Hamblin</td>
<td>Cityview 1, Level 4</td>
</tr>
<tr>
<td>Tuesday Session 6</td>
<td>2:00pm – 3:15pm</td>
<td>Building Bridges for Success: Utilizing NCBOs to Serve Developmental Education Students in Career and Technical Education Programs</td>
<td>Tamara Clunis</td>
<td>Cityview 2, Level 4</td>
</tr>
<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00pm</td>
<td>A Match Made in Heaven: Aligning Developmental and Adult Education Systems to Serve Students with Low Basic Skills Through Integrated Career Pathway Programs</td>
<td>Tamara Clunis</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
<tr>
<td>Tuesday Session 7</td>
<td>3:45pm – 5:00pm</td>
<td>Sources of Influence in Professional Development and Training of TAs and Tutors</td>
<td>Tamara Clunis</td>
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<tr>
<td>Wednesday Session 8</td>
<td>9:30am – 10:45am</td>
<td>Paired with a Historian: Lessons Learned</td>
<td>Patricia Westergaard</td>
<td>Dallas Ballroom A2, Level 1</td>
</tr>
<tr>
<td>Wednesday Session 8</td>
<td>9:30am – 10:45am</td>
<td>Professional Development for Impact: Reimagining Professional Development Delivery for Developmental and Adult Instructors</td>
<td>Tamara Clunis</td>
<td>Cityview 2, Level 4</td>
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</tbody>
</table>
## English as a Second Language

**Sponsored by Center for Applied Linguistics**

### Sunday Full Preconference
- **8:30am - 3:30pm**
- **Bigger and Better Strategies for Integrating Standards in ABE and ESL Instruction**
- **Primary Presenter:** DeAnna Coon
- **Trinity 5, Level 3**

### Monday Session 1
- **10:45am - 12:00pm**
- **Connecting Collaborative Classroom Language and Workplace Soft Skills**
- **Primary Presenter:** Donna Price
- **State Room 1, Level 3**

### Monday Session 1
- **10:45am - 12:00pm**
- **Homework That Works! Creating Learner Autonomy**
- **Primary Presenter:** Judy Trupin
- **Majestic 1, Level 37**

### Monday Session 1
- **10:45am - 12:00pm**
- **Nobody Writes Letters Anymore! An ESL Writing Exchange Project**
- **Primary Presenter:** Clarena Larrotta
- **San Antonio Ballroom A, Level 3**

### Monday Session 2
- **2:00pm - 3:15pm**
- **A Sustainable Adult ESL Model That Works**
- **Primary Presenter:** Marcie Smith
- **State Room 2, Level 3**

### Monday Session 2
- **2:00pm - 3:15pm**
- **Five Ways to Integrate Workplace Readiness Skills in ESL Classes**
- **Primary Presenter:** Donna Price
- **State Room 1, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Adult ESL Reading Assessment Strategies for College and Career Readiness**
- **Primary Presenter:** Linda Taylor
- **State Room 1, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Bigger and Better Technology Tools to Prepare English Learners for HSE Exams**
- **Primary Presenter:** DeAnna Coon
- **State Room 2, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Burlington English Career Pathways—Your WIOA Solution!**
- **Primary Presenter:** Sherri Quesnel
- **State Room 3, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Can You Hear Me Now? Improving English Through Fun Audio Web Sites!**
- **Primary Presenter:** Laura Quisenberry
- **Majestic 1, Level 37**

### Monday Session 3
- **3:45pm - 5:00pm**
- **ESL Math Activities: Math Instruction and ESL Students**
- **Primary Presenter:** Michael Matos
- **San Antonio Ballroom A, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Literacy "In Context": Using Authentic Materials to Improve Learner Outcomes in the ELL Classroom**
- **Primary Presenter:** Robin Morgan
- **Houston Ballroom A, Level 3**

### Monday Session 3
- **3:45pm - 5:00pm**
- **Narratives of Asian Immigrant Adults Learning English in Central Texas**
- **Primary Presenter:** Clarena Larrotta
- **San Antonio Ballroom B, Level 3**

### Tuesday Session 4
- **9:30am - 10:45am**
- **Active Interactive Learning Without Fear: In-Class Project-Based Hands-On Learning to Guarantee Successful Language Acquisition for Low-Level English Language Learners**
- **Primary Presenter:** Kimberly Surgeon
- **State Room 1, Level 3**

### Tuesday Session 4
- **9:30am - 10:45am**
- **Career Readiness, Civics, and Academic Prep: Text and Tech Solutions**
- **Primary Presenter:** Bill Bliss
- **State Room 2, Level 3**

### Tuesday Session 4
- **9:30am - 10:45am**
- **How to Be an Ally for Your ESL Students**
- **Primary Presenter:** Marcela Movit
- **State Room 3, Level 3**
# SESSIONS BY STRAND

## English as a Second Language

**Sponsored by Center for Applied Linguistics**

| Tuesday Session 4 | 9:30am – 10:45am | I Wonder: Using Book Clubs to Advance Adult Literacy  
Primary Presenter: Janifer Wheeler | San Antonio Ballroom B, Level 3 |
|-------------------|-------------------|--------------------------------------------------|---------------------------------|
| Tuesday Session 4 | 9:30am – 10:45am | Multisensory Structured Language and English on a Roll: Grammar Learning That's Fun and Effective. Students Love It!  
Primary Presenter: Linda Koran | Houston Ballroom B, Level 3 |
| Tuesday Session 4 | 9:30am – 10:45am | Open Educational Resources: Teachers Are Experts  
Primary Presenter: Amanda Duffy | Houston Ballroom A, Level 3 |
| Tuesday Session 4 | 9:30am – 10:45am | Transferable Skills, Interactive Activities, and the CCRS: What’s the Connection?  
Primary Presenter: Ronna Magy | San Antonio Ballroom A, Level 3 |
| Tuesday Session 5 | 11:00am – 12:15pm | Cyber ESL: Technology and Blended Learning  
Primary Presenter: Stephen Alderson | State Room 1, Level 3 |
| Tuesday Session 5 | 11:00am – 12:15pm | Learning Without Limits: Techniques, Tools and Best Practices for a Successful Hybrid ELL Course  
Primary Presenter: Tara Plouff | State Room 2, Level 3 |
| Tuesday Session 5 | 11:00am – 12:15pm | Paired Reading: A Better Path to Developing Critical Literacy and Cross-Cultural Awareness  
Primary Presenter: Lori Howard | State Room 3, Level 3 |
| Tuesday Session 5 | 11:00am – 12:15pm | The GED and Minority Language Groups  
Primary Presenter: Laurel Anderson | San Antonio Ballroom A, Level 3 |
| Tuesday Session 6 | 2:00pm – 3:15pm | Common Mistakes to Overcome and Pronunciation Techniques for Adult English Learners  
Primary Presenter: Lee Shainis | State Room 1, Level 3 |
| Tuesday Session 7 | 3:45pm – 5:00 pm | Employability and English: How to Integrate Content in One Curriculum  
Primary Presenter: Sarah Lynn | State Room 1, Level 3 |
| Tuesday Session 7 | 3:45pm – 5:00 pm | Integrating Workforce Preparation and Training into ESOL and EL Civics Curriculum  
Primary Presenter: Lori Howard | State Room 2, Level 3 |
| Tuesday Session 7 | 3:45pm – 5:00 pm | Mobile Devices for Adult Learners  
Primary Presenter: Susan Gaer | San Antonio Ballroom A, Level 3 |
| Tuesday Session 7 | 3:45pm – 5:00 pm | Technology Tips for Working with Low-Level Adult ESL Classes  
Primary Presenter: Emily Box | Majestic 1, Level 37 |
| Wednesday Session 8 | 9:30am – 10:45am | Filling in the WIOA Gap: An ESL/ABE LiveBinder with FREE Career, Civics, and Workforce Preparation Curriculum for the WIOA Classroom  
Primary Presenter: Tonya Creamer | State Room 2, Level 3 |
| Wednesday Session 8 | 9:30am – 10:45am | Stand Out: Standards-Based English to Achieve Success in Life, College and Career  
Primary Presenter: Dalia Bravo | Dallas Ballroom, Level 1 |
### English as a Second Language
**Sponsored by Center for Applied Linguistics**

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<tr>
<td>Wednesday Session 8</td>
<td>The Role of ESOL Programs in Immigrant Integration</td>
<td>Silja Kallenbach</td>
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<td>Wednesday Session 9</td>
<td>Foundational Transition Skills: Encouraging Effective Learning Skills</td>
<td>Sarah Lynn</td>
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<td>11:00am - 12:15pm</td>
<td>from the Start Primary Presenter: Sarah Lynn</td>
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<tr>
<td>Wednesday Session 9</td>
<td>Teaching Adult ESL in the Digital Age: Effective Integration</td>
<td>Cristin Reeder</td>
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<td>Primary Presenter: Cristin Reeder</td>
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<td>Wednesday Session 9</td>
<td>Text Dependent Questions: A Bigger and Better Expert in the Room</td>
<td>Jayme Adelson-Goldstein</td>
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<td>Primary Presenter: Jayme Adelson-Goldstein</td>
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<tr>
<td>Wednesday Session 9</td>
<td>USA Learns—New, Improved, and Free!</td>
<td>Melinda Holt</td>
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<td>11:00am - 12:15pm</td>
<td>Primary Presenter: Melinda Holt</td>
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<tr>
<td>Wednesday Session 10</td>
<td>Four Big Tools for Engaging Students in Better Reading Skills</td>
<td>Sarah Lynn</td>
<td>State Room 1, Level 3</td>
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<tr>
<td>2:00pm - 3:15pm</td>
<td>Primary Presenter: Sarah Lynn</td>
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<tr>
<td>Wednesday Session 10</td>
<td>Making the Most of Community Volunteers in the ESL Classroom</td>
<td>Liz Harling</td>
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<td>2:00pm - 3:15pm</td>
<td>Primary Presenter: Liz Harling</td>
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<tr>
<td>Wednesday Session 10</td>
<td>New Materials on Rigor, Digital Literacy, and Career Pathways from</td>
<td>Marian Thacher</td>
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<td>2:00pm - 3:15pm</td>
<td>LINCS ESL Pro Primary Presenter: Marian Thacher</td>
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### Family Literacy
**Sponsored by National Center for Families Learning**

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<tr>
<td>Monday Session 1</td>
<td>Connect, Communicate, Collaborate! A Discussion of Big Ideas in Family Literacy</td>
<td>Tracy Noles</td>
<td>Remington Room, Level 4</td>
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<td>10:45am - 12:00pm</td>
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<tr>
<td>Monday Session 2</td>
<td>Bigger Vocabulary, Better Readers: Family Literacy Programs Can Help</td>
<td>Donna Elder</td>
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<td>2:00pm - 3:15pm</td>
<td>Primary Presenter: Donna Elder</td>
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<tr>
<td>Monday Session 2</td>
<td>Literacy Narratives of Latina Mothers Taking Control of the Future</td>
<td>Perla Delgado</td>
<td>San Antonio Ballroom B, Level 3</td>
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<td>Primary Presenter: Perla Delgado</td>
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<tr>
<td>Tuesday Session 4</td>
<td>Talking About Wordless Picture Books: A Tutor Strategy Supporting ELLs</td>
<td>Patricia Lovett</td>
<td>Remington Room, Level 4</td>
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<td>9:30am - 10:45am</td>
<td>Primary Presenter: Patricia Lovett</td>
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<tr>
<td>Tuesday Session 6</td>
<td>Increasing Persistence for Bigger and Better Outcomes</td>
<td>Tracy Noles</td>
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<tr>
<td>2:00pm - 3:15pm</td>
<td>Primary Presenter: Tracy Noles</td>
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### Immigrant Integration
Sponsored by Adult Learning Resource Center

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<tbody>
<tr>
<td>Monday 1</td>
<td>10:45am - 12:00pm</td>
<td>Beyond ABE: Mapping Immigrants in Community Colleges, Career Trajectories, and Economic Impact</td>
<td>Denzil Mohammed</td>
<td>Houston Ballroom C, Level 3</td>
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<tr>
<td>Monday 3</td>
<td>3:45pm - 5:00pm</td>
<td>Serving Immigrants Through Informational and Digital Integration</td>
<td>Mark A. Jamison</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
<tr>
<td>Tuesday 4</td>
<td>9:30am - 10:45am</td>
<td>Pathways to Citizenship: Teaching Civics to English Language Learners</td>
<td>Laura Blom</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>Making WIOA Work for Immigrants</td>
<td>Debra Means-West</td>
<td>San Antonio Ballroom A, Level 3</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>Reaching DACA-Eligible Immigrant Youth with Adult Education Services</td>
<td>Margie McHugh</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
<tr>
<td>Wednesday 9</td>
<td>11:00am - 12:15pm</td>
<td>Immigration Policy in the Classroom: When Civic Integration Gets Real</td>
<td>Amanda Bergson-Shilcock</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
<tr>
<td>Wednesday 10</td>
<td>2:00pm - 3:15pm</td>
<td>What Immigrants Need to Know: The Laws, Systems and Culture for Succeeding in the U.S.</td>
<td>Lee Shainis</td>
<td>Houston Ballroom C, Level 3</td>
</tr>
</tbody>
</table>

### Learning Difficulties and Disabilities
Sponsored by National Association for Adults with Special Learning Needs

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Title</th>
<th>Presenter</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Monday 3</td>
<td>3:45pm - 5:00pm</td>
<td>Teaching Techniques for Low-Level Learners</td>
<td>Sara Gutting</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td>Wednesday 8</td>
<td>9:30am - 10:45am</td>
<td>All About Accommodations</td>
<td>Debbie Bergtholdt</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td>Wednesday 9</td>
<td>11:00am - 12:15pm</td>
<td>Visual Challenges Getting in the Way of Academic and Career Success</td>
<td>Meryl Becker -Prezocki</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td>Wednesday 10</td>
<td>2:00pm - 3:15pm</td>
<td>Explicit, Systematic Strategies to Improve Literacy for Struggling Readers and ELLs</td>
<td>Heidi Hyte</td>
<td>San Antonio Ballroom B, Level 3</td>
</tr>
</tbody>
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## SESSIONS BY STRAND

### LINCS

Sponsored by Literacy Information and Communication Systems

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Primary Presenter(s)</th>
<th>Location</th>
</tr>
</thead>
</table>
| Monday Session 2 2:00pm – 3:15pm | Supporting the Persistence of English Language Learners  
Primary Presenter: Andy Nash | Houston Ballroom A, Level 3            |
| Monday Session 3 3:45pm – 5:00pm | Using the Adult Education Teacher Competencies to Strengthen the Field  
Primary Presenter: Sally Waldron | Dallas Ballroom D3, Level 1           |
| Tuesday Session 6 2:00pm – 3:15pm | Using Mentoring to Strengthen the Field  
Primary Presenter: Andy Nash | Houston Ballroom A, Level 3           |
| Monday Session 2 2:00pm – 3:15pm | Reboot Your Digital Strategy!  
Primary Presenter: Steve Quann | Majestic 6, Level 37                  |
| Monday Session 3 3:45pm – 5:00pm | Creating Effective Learning Environments  
Primary Presenter: Gail Cope | Majestic 5, Level 37                  |
| Tuesday Session 4 9:30am – 10:45am | Critical Thinking and Numeracy in Social Media  
Primary Presenter: Aaron Kohring | Dallas Ballroom D2, Level 1           |
| Tuesday Session 4 9:30am – 10:45am | LINCS Health Literacy Resources and More  
Primary Presenter: Cynthia Zafft | Majestic 9, Level 37                  |
| Tuesday Session 5 11:00am – 12:15pm | Evidence-Based Principles and Practices for Writing Instruction  
Primary Presenter: Dianna Baycich | Houston Ballroom A, Level 3           |
| Tuesday Session 6 2:00pm – 3:15pm | Connecting the Adult Education Field: On-Demand Professional Development (LINCS)  
Primary Presenter: Kaye Beall | Houston Ballroom B, Level 3           |
| Wednesday Session 8 9:30am – 10:45am | Tutor Ready: New LINCS Resources for Teaching Adults to Read  
Primary Presenter: Kathy St. John | Houston Ballroom A, Level 3           |
| Wednesday Session 9 11:00am – 12:15pm | Research-Based Adult Reading Instruction Study Circle (LINCS)  
Primary Presenter: Kaye Beall | Houston Ballroom A, Level 3           |
| Wednesday Session 10 2:00pm – 3:15pm | Integrating Problem Solving, Digital Literacy, and Access into Instruction  
Primary Presenter: Steve Quann | Majestic 1, Level 37                  |
## Numeracy

Sponsored by Adult Numeracy Network

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Primary Presenter</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday Full</strong>&lt;br&gt;Preconference&lt;br&gt;8:30am - 3:30pm</td>
<td>Enriching Students’ Mathematical Understanding with the Adult Numeracy Network</td>
<td>Connie Rivera</td>
<td>Dallas Ballroom D1, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 1</strong>&lt;br&gt;10:45am - 12:00pm</td>
<td>Fractions: Let's Not Just Memorize Procedures</td>
<td>Donna Curry</td>
<td>Dallas Ballroom A2, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 1</strong>&lt;br&gt;10:45am - 12:00pm</td>
<td>Making the Case for Math in an Adult ELL Program</td>
<td>Kristy Stoesz</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 1</strong>&lt;br&gt;10:45am - 12:00pm</td>
<td>Math for the Multilevel Classroom: Focus on Unit Measurement</td>
<td>Amy Vickers</td>
<td>Dallas Ballroom A1, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>Best Practices for Teaching and Learning Mathematics</td>
<td>Cynthia Bell</td>
<td>Dallas Ballroom A1, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>Did You Feel That? Key Shifts in Math Instruction</td>
<td>Libby Serkies</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>E-Learning for Teachers: Mathematical Reasoning, Algebraic Thinking, and Proportional Reasoning</td>
<td>Michelle Carson</td>
<td>Cityview 1, Level 4</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>How to Contextualize Math Instruction Using Infographics</td>
<td>Patricia Helmuth</td>
<td>Majestic 8, Level 37</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>Introduction to the CUNY HSE Curriculum Framework in Mathematics: Problem-Solving in Functions and Algebra</td>
<td>Mark Trushkowsky</td>
<td>Dallas Ballroom D1, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 2</strong>&lt;br&gt;2:00pm - 3:15pm</td>
<td>Order of Operations: Sometimes, Always or Never?</td>
<td>Rebecca Strom</td>
<td>Dallas Ballroom D2, Level 1</td>
</tr>
<tr>
<td><strong>Monday Session 3</strong>&lt;br&gt;3:45pm - 5:00pm</td>
<td>Exploring Algebraic Thinking in a Teachers’ Circle</td>
<td>Eric Appleton</td>
<td>Dallas Ballroom A1, Level 1</td>
</tr>
<tr>
<td><strong>Tuesday Session 4</strong>&lt;br&gt;9:30am - 10:45am</td>
<td>Integrating Learners’ Diverse Ways of Doing Math into Your Math Instruction</td>
<td>Laura Sherwood</td>
<td>Dallas Ballroom D1, Level 1</td>
</tr>
<tr>
<td><strong>Tuesday Session 4</strong>&lt;br&gt;9:30am - 10:45am</td>
<td>Law and Algebra: SVU (Special Visual Unit)</td>
<td>Heidi Schuler</td>
<td>Dallas Ballroom A3, Level 1</td>
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</tbody>
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## Sessions by Strand

### Numeracy
**Sponsored by Adult Numeracy Network**

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<th>Session</th>
<th>Topic</th>
<th>Presenter</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Math for Science and Social Studies</td>
<td>Primary Presenter: Connie Rivera</td>
<td>Dallas Ballroom A2, Level 1</td>
</tr>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Teaching Mathematical Reasoning</td>
<td>Primary Presenter: Anthony Chan</td>
<td>Dallas Ballroom A1, Level 1</td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>“I’m Not Afraid of Math Anymore!” for High School Equivalency Tests</td>
<td>Primary Presenter: Susan Bernard</td>
<td>Dallas Ballroom A3, Level 1</td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>Preparing Students for Numeracy in the Workforce</td>
<td>Primary Presenter: Cynthia Bell</td>
<td>Dallas Ballroom A1, Level 1</td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>Vocabulary of Math</td>
<td>Primary Presenter: Dorothea Steinke</td>
<td>Dallas Ballroom A2, Level 1</td>
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</table>

### Professional Development
**Sponsored by Association of Adult Literacy Professional Developers**

<table>
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<tr>
<th>Session</th>
<th>Topic</th>
<th>Presenter</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Sunday Full Preconference 8:30am - 3:30pm</td>
<td>Action Research: Bigger Teacher Development, Better Student Learning</td>
<td>Primary Presenter: Vicki Towne</td>
<td>Trinity 4, Level 3</td>
</tr>
<tr>
<td>Sunday Full Preconference 8:30am - 3:30pm</td>
<td>Picking up the Gauntlet for Professional Development</td>
<td>Primary Presenter: Federico Salas-Isnardi</td>
<td>Dallas Ballroom A2, Level 1</td>
</tr>
<tr>
<td>Monday Session 1 10:45am - 12:00pm</td>
<td>ABLE Interactive Tutorials—A Professional Development Model that Works with Practitioners’ Needs</td>
<td>Primary Presenter: Heather Indelicato</td>
<td>State Room 3, Level 3</td>
</tr>
<tr>
<td>Monday Session 1 10:45am - 12:00pm</td>
<td>Adapting the Charlotte Danielson Framework for Teaching to Adult Basic Education—Creating a Standards-Informed Culture of Learning Through Collaboration, Evaluation, and Professional Development</td>
<td>Primary Presenter: Paul Enestvedt</td>
<td>Majestic 2, Level 37</td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Continuous Quality Improvement for Instruction</td>
<td>Primary Presenter: David Borden</td>
<td>Majestic 2, Level 37</td>
</tr>
<tr>
<td>Monday Session 3 3:45pm - 5:00pm</td>
<td>Building Capacity for Integrated Pathways: What Works for Program Development and Implementation</td>
<td>Primary Presenter: Rachel McDonnell</td>
<td>Majestic 3, Level 37</td>
</tr>
<tr>
<td>Session Time</td>
<td>Session Title</td>
<td>Primary Presenter</td>
<td>Location</td>
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<tr>
<td>Monday Session 3</td>
<td>Technology Toolbox for Professional Development</td>
<td>Cynthia Bell</td>
<td>Houston Ballroom B, Level 3</td>
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<tr>
<td>3:45pm – 5:00pm</td>
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<tr>
<td>Monday Session 3</td>
<td>The Texas PD System: Innovations in Professional Development</td>
<td>John Stevenson</td>
<td>Majestic 2, Level 37</td>
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<tr>
<td>3:45pm – 5:00pm</td>
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<tr>
<td>Tuesday Session 5</td>
<td>Creating Powerful Professional Development and Adult Education Certification</td>
<td>Steven Schmidt</td>
<td>Dallas Ballroom D1, Level 1</td>
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<tr>
<td>11:00am – 12:15pm</td>
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<tr>
<td>Tuesday Session 5</td>
<td>Take up the Gauntlet! Transform PD into PLC with Some TLC</td>
<td>Irene Ramos</td>
<td>Majestic 2, Level 37</td>
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<td>11:00am – 12:15pm</td>
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<tr>
<td>Tuesday Session 5</td>
<td>Volunteer Training Initiative: Responsive Training for Nonprofits</td>
<td>Jennifer Edwards</td>
<td>Majestic 3, Level 37</td>
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<td>11:00am – 12:15pm</td>
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<tr>
<td>Tuesday Session 5</td>
<td>We Have Two Constitutions?!! Primary Presenter: Kimberly Harris</td>
<td></td>
<td>Cityview 1, Level 4</td>
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<tr>
<td>11:00am – 12:15pm</td>
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<tr>
<td>Tuesday Session 6</td>
<td>A Teacher-Leadership Approach to College and Career Readiness Standards-in-Action</td>
<td>Hillary Major</td>
<td>Majestic 2, Level 37</td>
</tr>
<tr>
<td>2:00pm – 3:15pm</td>
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<tr>
<td>Tuesday Session 7</td>
<td>Developing Human Capital in the Age of WIOA</td>
<td>Mitch Rosin</td>
<td>Majestic 3, Level 37</td>
</tr>
<tr>
<td>3:45pm – 5:00 pm</td>
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<tr>
<td>Tuesday Session 7</td>
<td>Diversity in the Classroom: Creating a Culture of Inclusion and Respect</td>
<td>Federico Salas-Isnardi</td>
<td>State Room 3, Level 3</td>
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<td>3:45pm – 5:00 pm</td>
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<tr>
<td>Tuesday Session 7</td>
<td>Science, Experiments, and Cross-Curricular Instruction</td>
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<td>Majestic 2, Level 37</td>
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<tr>
<td>3:45pm – 5:00 pm</td>
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<tr>
<td>Wednesday Session 8</td>
<td>Bigger and Better Student Outcomes Through Professional Development</td>
<td>Kimberly Harris</td>
<td>Majestic 3, Level 37</td>
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<tr>
<td>9:30am – 10:45am</td>
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<tr>
<td>Wednesday Session 8</td>
<td>Building an Online Professional Development Community</td>
<td>William Schaffer</td>
<td>Majestic 3, Level 37</td>
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<tr>
<td>9:30am – 10:45am</td>
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<tr>
<td>Wednesday Session 9</td>
<td>Dark Matter: Career Pathways, Competency Models, and How Critical Thinking</td>
<td>Katherine Fergus</td>
<td>Cityview 6, Level 4</td>
</tr>
<tr>
<td>11:00am – 12:15pm</td>
<td>Holds it All Together Primary Presenter: Katherine Fergus</td>
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<tr>
<td>Wednesday Session 10</td>
<td>Diving Deep with Constructed Response Rubrics</td>
<td>Kimberly Harris</td>
<td>Majestic 2, Level 37</td>
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<td>2:00pm – 3:15pm</td>
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<tr>
<td>Wednesday Session 10</td>
<td>STAR: A Brighter Look at Hybrid Training to Boost Reading Outcomes</td>
<td>Laura Lanier</td>
<td>Majestic 3, Level 37</td>
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<td>2:00pm – 3:15pm</td>
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<tr>
<td>Wednesday Session 10</td>
<td>Your Voice Matters! The Future of OER in Adult Education</td>
<td>Amanda Duffy</td>
<td>Majestic 4, Level 37</td>
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<td>2:00pm – 3:15pm</td>
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# Sessions by Strand

## Technology

*Sponsored by The Outreach and Technical Assistance Network and the Texas Center for Advancement of Literacy and Learning*

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<th>Session Title</th>
<th>Primary Presenter</th>
<th>Location</th>
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<tbody>
<tr>
<td>Sunday Morning Preconference 8:30am - 11:30am</td>
<td>Developing Mobile-Friendly Content for Adult Education Primary Presenter: Nell Eckersley</td>
<td>Cityview 1, Level 4</td>
<td></td>
</tr>
<tr>
<td>Sunday Morning Preconference 8:30am - 11:30am</td>
<td>Learning in the Cloud: Teaching Digital Literacy to ABE/ESL Learners for Successful College and Career Transitions Primary Presenter: Sandra Echols</td>
<td>Cityview 6, Level 4</td>
<td></td>
</tr>
<tr>
<td>Monday Session 1 10:45am - 12:00pm</td>
<td>Expedite Successful Results on the High School Equivalency Exam Primary Presenter: Christy Williams</td>
<td>Majestic 4, Level 37</td>
<td></td>
</tr>
<tr>
<td>Monday Session 1 10:45am - 12:00pm</td>
<td>Focusing on the Individual: Impact on Successful Job Placement Primary Presenter: Denise Kranhold</td>
<td>Majestic 5, Level 37</td>
<td></td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Chromebooks for Adult Education Primary Presenter: Branka Marceta</td>
<td>Majestic 1, Level 37</td>
<td></td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Flipping Your Classroom with Interactive Video Primary Presenter: Debra Hargrove</td>
<td>Cityview 7, Level 4</td>
<td></td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Making the Leap in a Single Bound: Florida’s New and Improved Online GED Prep Program Primary Presenter: Kimberly Gates</td>
<td>Majestic 5, Level 37</td>
<td></td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Not Your Daddy’s ESL. English Innovations: Blending Social Media, Game-Based Learning, and English Language Acquisition Primary Presenter: Heide Wrigley</td>
<td>San Antonio Ballroom A, Level 3</td>
<td></td>
</tr>
<tr>
<td>Monday Session 2 2:00pm - 3:15pm</td>
<td>Operation OER! Resources for Learner Success! Primary Presenter: Penny Pearson</td>
<td>Majestic 3, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Blended Learning for Adult Educators Primary Presenter: David Rosen</td>
<td>Majestic 5, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Digital Literacy Acquisition: Findings from a National Research Project Primary Presenter: Jill Castek</td>
<td>Majestic 6, Level 37</td>
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</tr>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Mobile Learning for Lower-Level Adult Learners Primary Presenter: Alison Ascher Webber</td>
<td>Majestic 4, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 4 9:30am - 10:45am</td>
<td>Using “The Google!” Primary Presenter: Melinda Holt</td>
<td>Majestic 1, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>Blending Books and Bytes—Hybrid Instructional Strategies in the Adult Education Classroom Primary Presenter: Jeffrey Goumas</td>
<td>Majestic 6, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>Come “Hangout” with Google! Primary Presenter: Jamie Bearden</td>
<td>Majestic 1, Level 37</td>
<td></td>
</tr>
<tr>
<td>Tuesday Session 5 11:00am - 12:15pm</td>
<td>Early Findings from the National Study of the Use of Online Learning to Support the Literacy and Math Skill Development in Low-Skilled Adults Primary Presenter: Robert Murphy</td>
<td>Majestic 8, Level 37</td>
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## Sessions by Strand

### Technology

**Sponsored by The Outreach and Technical Assistance Network and the Texas Center for Advancement of Literacy and Learning**

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<tr>
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<th>Primary Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>Tuesday 5</td>
<td>11:00am - 12:15pm</td>
<td>Integrating Technology into the Career and College Readiness Standards for ELA and Literacy</td>
<td>Nell Eckersley</td>
<td>Majestic 7, Level 37</td>
</tr>
<tr>
<td>Tuesday 5</td>
<td>11:00am - 12:15pm</td>
<td>Students May Be Closer than They Appear</td>
<td>Tonya Crum</td>
<td>Majestic 9, Level 37</td>
</tr>
<tr>
<td>Tuesday 5</td>
<td>11:00am - 12:15pm</td>
<td>Taking Tech by the Horns: A DIY Approach to Bringing Better Technology to Learners Who Need It Most</td>
<td>Gabriel Martinez</td>
<td>Majestic 4, Level 37</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>Better Tools, Bigger Impact: Using the Empowerment Marketplace as a Low-Cost Option for Job-Seeker Training and Mentoring</td>
<td>Jodi Rothwell</td>
<td>Majestic 5, Level 37</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>BYOD: Laptops, Tablets</td>
<td>Marvin Superville</td>
<td>Majestic 6, Level 37</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>Making Distance Education Bigger and Better in Texas!</td>
<td>Nancy Dunlap</td>
<td>Majestic 3, Level 37</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>They Can “Mobile” but Can They “Compute”?</td>
<td>Ann Harris</td>
<td>Majestic 4, Level 37</td>
</tr>
<tr>
<td>Wednesday 8</td>
<td>9:30am - 10:45am</td>
<td>Infusing Technology into the ABE/ASE Classroom</td>
<td>Dawn Hughes</td>
<td>Majestic 1, Level 37</td>
</tr>
<tr>
<td>Wednesday 8</td>
<td>9:30am - 10:45am</td>
<td>The Blended Classroom in Rural Communities: How to Pull Together Resources on a Small Budget</td>
<td>Janet Slayden</td>
<td>Majestic 4, Level 37</td>
</tr>
<tr>
<td>Wednesday 9</td>
<td>11:00am - 12:15pm</td>
<td>Developing Digital Literacy for the 21st Century</td>
<td>Susan Gaer</td>
<td>Majestic 1, Level 37</td>
</tr>
</tbody>
</table>

### Transitions

**Sponsored by National College Transitions Network**

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Title</th>
<th>Primary Presenter(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 2</td>
<td>2:00pm - 3:15pm</td>
<td>Essential Writing Skills for the College-Bound GED Student</td>
<td>Charlene Gill</td>
<td>Trinity 1, Level 3</td>
</tr>
<tr>
<td>Monday 2</td>
<td>2:00pm - 3:15pm</td>
<td>Upping the Rigor: Vertically Aligning Curriculum from ESL to ASE</td>
<td>Peggy Raun-Linde</td>
<td>Trinity 2, Level 3</td>
</tr>
<tr>
<td>Tuesday 4</td>
<td>9:30am - 10:45am</td>
<td>Integrated Education and Training: Pathway to Accelerated Learning</td>
<td>Allison Pickering</td>
<td>Trinity 1, Level 3</td>
</tr>
<tr>
<td>Tuesday 6</td>
<td>2:00pm - 3:15pm</td>
<td>Seven Layers to a Purposeful Career</td>
<td>Juli DeNisco</td>
<td>Trinity 1, Level 3</td>
</tr>
<tr>
<td>Wednesday 9</td>
<td>11:00am - 12:15pm</td>
<td>Building Bigger and Better Career Counseling Programs in Adult Education</td>
<td>Kimberly Harris</td>
<td>Trinity 2, Level 3</td>
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# Sessions by Strand

## Transitions
Sponsored by National College Transitions Network

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Date</th>
<th>Time</th>
<th>Presenter(s)</th>
<th>Room, Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday Session 9</td>
<td>College Prep Academy: A Day in the Life</td>
<td>11:00am - 12:15pm</td>
<td>Houston Ballroom A, Level 3</td>
<td></td>
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</tr>
<tr>
<td>Wednesday Session 9</td>
<td>Navigating Systems: A Transitions Workshop</td>
<td>11:00am - 12:15pm</td>
<td>Trinity 1, Level 3</td>
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</tr>
<tr>
<td>Wednesday Session 10</td>
<td>Co-enrollment Pathways: Fast Lane to Success or a Trainwreck</td>
<td>2:00pm - 3:15pm</td>
<td>Remington Room, Level 4</td>
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## WIOA and Advocacy
Sponsored by National Skills Coalition

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Date</th>
<th>Time</th>
<th>Presenter(s)</th>
<th>Room, Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Session 1</td>
<td>Not So Scary: Practical Ways for Adult Educators to Engage in Advocacy</td>
<td>10:45am - 12:00pm</td>
<td>Houston Ballroom A, Level 3</td>
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<tr>
<td>Monday Session 3</td>
<td>Ensuring Immigrants’ Access to WIOA: Data and Advocacy Tools for Adult Educators</td>
<td>3:45pm - 5:00pm</td>
<td>Dallas Ballroom D2, Level 1</td>
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<tr>
<td>Tuesday Session 4</td>
<td>Advocating for Adult Education with Narratives That Engage</td>
<td>9:30am - 10:45am</td>
<td>Dallas Ballroom D3, Level 1</td>
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<tr>
<td>Tuesday Session 4</td>
<td>Beyond WIOA: Drawing on Other Federal Resources to Help Your Learners</td>
<td>9:30am - 10:45am</td>
<td>Trinity 3, Level 3</td>
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<tr>
<td>Tuesday Session 5</td>
<td>Achieving Workforce Integration Before WIOA: Lessons Learned from Moving AEL Services in Texas</td>
<td>11:00am - 12:15pm</td>
<td>Houston Ballroom C, Level 3</td>
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<tr>
<td>Tuesday Session 6</td>
<td>Making Data Work For You &amp; Your Learners: Understanding Workforce Data Tools</td>
<td>2:00pm - 3:15pm</td>
<td>Majestic 7, Level 37</td>
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<tr>
<td>Tuesday Session 6</td>
<td>When the Rubber Hits the Road: State Directors on WIOA Implementation</td>
<td>2:00pm - 3:15pm</td>
<td>Dallas Ballroom A2, Level 1</td>
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</tr>
<tr>
<td>Wednesday Session 9</td>
<td>Advocacy and Awareness: Community Involvement—One Person at a Time</td>
<td>11:00am - 12:15pm</td>
<td>Cityview 2, Level 4</td>
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<tr>
<td>Wednesday Session 10</td>
<td>After the Deadlines: How Adult Educators Can Shape WIOA Implementation on the Ground</td>
<td>2:00pm - 3:15pm</td>
<td>Dallas Ballroom A1, Level 1</td>
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Scan the QR Code to Access the FREE COABE App

Connect with COABE on Social Media

Be sure to use the app to complete a short 3-question survey after each session. You will be placed in a drawing for a FREE registration to next year's conference in Orlando, FL!

- Get conference updates
- Set your daily agenda
- Meet featured speakers
- Connect with other attendees
- Check out exhibitors

#coabe16
SUNDAY, APRIL 10

7:00am – 8:30am Preconference Registration
7:00am – 4:30pm Conference and Exhibitor Registration
8:30am – 11:30am Preconference Half-day Morning Session
8:30am – 3:30pm Preconference Full-day Session
11:30am – 12:30pm Lunch for Preconference Attendees
            (Ticketed Event)
            Sponsored by ETS HiSET
12:00pm – 6:00pm Exhibitor Setup
12:30pm – 3:30pm Preconference Half-day Afternoon Session
5:00pm – 7:00pm Saddle Up for A Texas Sized Welcome!
            (Ticketed Event)
            Dallas Ballroom C&D, Level 1
            Sponsored by Burlington English
Throughout Day Offsite Tours
Thank you to national strand partners for helping COABE deliver outstanding professional development for 16 years!
SADDAY SPECIAL EVENT

Saddle Up for a Texas Sized Welcome!
Sponsored by Burlington English

5:00pm – 7:00pm ★ Dallas Ballroom C&D, Level 1

Saddle up for a Texas sized welcome event complete with a mariachi band and plenty of networking opportunities! This event will be hosted by the Texas Association for Literacy and Adult Education (TALAE) and is generously sponsored by Burlington English. See y’all there!
Full Day Sessions
8:30am - 3:30pm

Trinity 4, Level 3
Action Research: Bigger Teacher Development, Better Student Learning
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.

Presented by: Vicki Towne
Audience: Professional Development, Postsecondary Education

Dallas Ballroom D1, Level 1
Enriching Students’ Mathematical Understanding with the Adult Numeracy Network
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.

Presented by: Connie Rivera, Concepcion “Como” Molina, and Sally Waldron
Audience: Numeracy, Adult Basic Education

Trinity 5, Level 3
Bigger and Better Strategies for Integrating Standards in ABE and ESL Instruction
Instructors need to help their adult learners acquire the language skills, content knowledge, and cultural information required to succeed in GED® and postsecondary 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 postsecondary education, or access career pathways. The nature of differentiated instruction will be discussed.

Presented by: DeAnna Coon and Miriam Burt
Audience: ESL/ELL, Adult Basic Education

Dallas Ballroom A1, Level 1
NAEPDC-Workforce Innovation and Opportunities Act (WIOA)
Abstract: 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.

Presented by: Lennox McLendon
PRECONFERENCE SESSIONS

Dallas Ballroom A2, Level 1

**Picking up the Gauntlet for Professional Development**

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.

*Presented by: Federico Salas-Isnardi and Cynthia Campbell*
*Audience: Professional Development, Administrators*

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Dallas Ballroom D2, Level 1

**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)**

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.

*Presented by: Donna Chambers, Nancy Labonte, and Kathy Curran*
*Audience: Administrators, Adult Education Practitioners*
Dallas Ballroom D3, Level 1
Innovation in ABE: Aligning and Redesigning Services to Maximize Student and Program Success
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 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.
Presented by: Jeffrey Fantine, Meryl Becker Prezocki, Laura Weisel, and Margaret Patterson
Audience: Administrators, ABE and Career Pathways

Dallas Ballroom A3, Level 1
WIOA and Career Pathways: Making an Action Plan
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.
Presented by: Michelle Carson and Libby Livings-Eassa
Audience: Career Pathways, Program Management
Half Day Morning Sessions
8:30am - 11:30am

Cityview B, Level 4
Crossing Borders: Using Cross-Content Project-Based Curriculum to Meet Students' HSE Needs
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.
Presented by: Heather Indelicato
Audience: Adult Basic Education, High School Equivalency

Cityview 1, Level 4
Developing Mobile-Friendly Content for Adult Education
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.
Presented by: Nell Eckersley
Audience: Technology/Digital Literacy

Cityview 2, Level 4
Impact Teaching
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.
Presented by: Carl Olson
Audience: Adult Basic Education, Corrections
PRECONFERENCE SESSIONS

Cityview 5, Level 4

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

**Presented by:** Mark Perna  
**Audience:** Administrators, Instructors and Support Staff

San Antonio Ballroom B, Level 3

**Making Mathematical Thinking Processes Visible**
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.

**Presented by:** Bonnie Goonen and Susan Pittman  
**Audience:** Adult Basic Education

Cityview 3, Level 4

**No Right or Wrong...Only Progression**
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, S.D. 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.

**Presented by:** Telly Mikel  
**Audience:** Professional Development, Corrections

Cityview 6, Level 4

**Learning in the Cloud: Teaching Digital Literacy to ABE/ESL Learners for Successful College and Career Transitions**
As postsecondary schools shift away from traditional education models in favor of 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.

**Presented by:** Sandra Echols and Brook Stowe  
**Audience:** Technology/Digital Literacy, Adult Education and Career Pathways
Preconference Sessions

San Antonio Ballroom A, Level 3
Understanding and Effectively Working with Adult Learners—What You Need to Know!
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.
Presented by: Don Finn
Audience: Other, All

Cityview 7, Level 4
Updating the NCTN Transition Student Portfolio
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!
Presented by: Cynthia Zafft
Audience: Postsecondary Education

Half Day Afternoon Sessions
12:30pm - 3:30pm

Cityview 8, Level 4
Bigger and Better: A New LiveBinder of Free Technology Tools
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.
Presented by: Mary Gaston
Audience: Adult Basic Education, Technology/Digital Literacy

San Antonio Ballroom A, Level 3
Critical Thinking: Essential for Adult Learners and Those Who Instruct Them
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.
Presented by: Don Finn
Audience: Other, All
PRECONFERENCE SESSIONS

Cityview 6, Level 4
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
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.
Presented by: Sandra Echols
Audience: Administrators, Adult Education and Career Pathways

Cityview 3, Level 4
Developing a Positive Culture Among Teachers
There is a great body of research on how organizational culture contributes to bottom line success. Writings by Sinek (2014), Covey (1989), 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 three strategies for generating a positive culture in the adult learning setting; (1) how to create behavior ground rules; (2) how to practice three behaviors for staff interaction; and (3) how to use skills for working with difficult people. All three of the above strategies are identified in the research literature as key contributors to forming a positive culture.
Presented by: Mark Peterson
Audience: Adult Basic Education, Administrators

San Antonio Ballroom B, Level 3
Using the GED® Test’s High Impact Indicators to Drive Instruction
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.
Presented by: Bonnie Goonen and Susan Pittman
Audience: Adult Basic Education

Cityview 2, Level 4
Data Can Be Fun! Utilizing Technology to Engage, Assess and Differentiate
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.
Presented by: Kristy Stoesz
MONDAY, APRIL 11

7:00am – 5:00pm     Attendee Registration

8:30am – 9:45am     Opening General Session, featuring Sharon Darling and Neil Bush
                    Dallas Ballroom C&D, Level 1
                    *Sponsored by Houghton Mifflin Harcourt*

9:45am – 10:30am    Exhibits Grand Opening and Morning Snack Break
                    *Sponsored by Essential Education*

9:45am – 5:00pm     Exhibit Area Open

10:45am – 12:00pm   Session 1

10:45am – 11:45am   New Attendees Meeting, Chaparral

12:00pm – 1:45pm    COABE/TALAE Awards Lunch (Ticketed Event)
                    Dallas Ballroom C&D, Level 1
                    *Sponsored by Dollar General Literacy Foundation or Lunch on your own*

2:00pm – 3:15pm     Session 2

3:15pm – 3:30pm     Snack Break
                    *Sponsored by Essential Education*

3:45pm – 5:00pm     Session 3

6:00pm – 8:00pm     President’s Reception (Ticketed Event)
                    Dallas Ballroom C&D, Level 1
                    *Sponsored by GED Testing Service*
What teachers say about Fast Forward

“It’s so easy to use!”
“It’s great for differentiation in the ABE classroom.”
“You can just let students go!”
“We’re surprised by how many people use text-to-speech.”
“The price is right!”

At the heart of KET’s Fast Forward learning system is a brand-new online course to help students prepare for GED®, HiSET®, and TASC tests. Designed for classroom use and/or independent study, Fast Forward’s online curriculum lets students study at their own pace and in their own space—on a computer, tablet, or smartphone. Teachers can manage, track, and report student enrollment.

See for yourself
Watch a quick video tour at YouTube.com/KETadultlearning.
Request a free trial at ketcollegeandcareer.org/freetrial.

KET
KETCollegeandCareer.org 800.354.9067

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MONDAY SPECIAL EVENTS

New Attendees Meeting
10:45 am – 11:45 am ★ Chaparral

If this is your first time attending a national COABE conference or if you are a new member, we invite you to join us for this New Member/New Attendee Meeting. This important meeting will help you gain perspective on what COABE can do for you and will provide a broad overview of the conference, as well.

COABE/TALAE Awards Lunch
Sponsored by Dollar General Literacy Foundation
12:00 pm – 1:45 pm ★ Dallas Ballroom C&D, Level 1

You won’t want to miss out on the COABE Awards Luncheon, where the prestigious national level awards for the COABE for Outstanding Adult Learner of the Year, Outstanding Teacher of the Year, and Outstanding Administrator of the Year will be recognized. State level winners will also be honored. The candidates for election will be introduced at the Awards Event, as well! This event is generously sponsored by the Dollar General Literacy Foundation.

President’s Reception
Sponsored by GED Testing Service
6:00 pm – 8:00 pm ★ Dallas Ballroom C&D, Level 1

The President’s Reception is where you can meet the Presidents who have helped shape the COABE organization. This event is generously sponsored by GED Testing Service.
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# SESSION 1 AT A GLANCE

**Monday ★ 10:45am – 12:00pm**

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SESSION 1 DESCRIPTIONS
Monday ★ 10:45am – 12:00pm

Cityview 6, Level 4
A New Research Partnership: Career Pathways and Adult Basic Education in High-Need Cities
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.
Presented by: Esther Prins, Mark Needle, Sheri Suarez Foreman, Becky Raymond, Blaire Toso, and Carol Clymer
Audience: Career Pathways, Adult Basic Education

Majestic 8, Level 37
A Repository of Materials for Spanish High Equivalency Exams
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.
Presented by: Lizelena Iglesias
Audience: Adult Basic Education, Spanish-High Equivalency Exams Instructors

State Room 3, Level 3
ABLE Interactive Tutorials—A Professional Development Model that Works with Practitioners’ Needs
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.
Presented by: Heather Indelicato
Audience: Professional Development, ABE

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.
Presented by: Paul Enestvedt, Erin Head, and Mara Martinson
Audience: Professional Development, Administrators
SESSION 1 DESCRIPTIONS
Monday ★ 10:45am – 12:00pm

Houston Ballroom C, Level 3
Beyond ABE: Mapping Immigrants in Community Colleges, Career Trajectories, and Economic Impact
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.
Presented by: Denzil Mohammed and Joshua Tuttle
Audience: Immigrant Integration, Postsecondary education

Cityview 7, Level 4
Career Pathways Strategies for Small, Rural Programs and Low-Level Learners
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.
Presented by: Jeff Fantine
Audience: Career Pathways, Learning Difficulties/Low-Level Learners

Majestic 7, Level 37
Closing the Loop: Increasing Educational Gains While Significantly Advancing Students’ Foundational Skills
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.
Presented by: Stephanie Stewart-Reese and Nicole Kelsheimer
Audience: Adult Basic Education

Majestic 6, Level 37
Creating Flexible Coursework Combining HSE and Focal Material Supporting Workforce and College Readiness
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.
Presented by: David Disko
Audience: Adult Basic Education
SESSION 1 DESCRIPTIONS
Monday ★ 10:45am – 12:00pm

Remington Room, Level 4
**Connect, Communicate, Collaborate! A Discussion of Big Ideas in Family Literacy**
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!
**Presented by:** Tracy Noles, Patricia Lovett, Donna Elder, and Josh Cramer
**Audience:** Family Literacy, Immigrant Integration

Trinity 2, Level 3
**Effective Thinking for Lifelong Learning and Growing**
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.
**Presented by:** Edward Burger
**Audience:** Postsecondary Education, Administrators

Majestic 4, Level 37
**Expedite Successful Results on the High School Equivalency Exam**
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.
**Presented by:** Christy Williams
**Audience:** Technology/Digital Literacy, Corrections

State Room 1, Level 3
**Connecting Collaborative Classroom Language and Workplace Soft Skills**
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.
**Presented by:** Donna Price
**Audience:** ESL/ELL, Adult Basic Education

San Antonio Ballroom B, Level 3
**Facilitating Group Instruction in the Adult Learner Classroom**
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.
**Presented by:** Angela Pina
**Audience:** Adult Basic Education, ESL/ELL
Majestic 5, Level 37
Focusing on the Individual: Impact on Successful Job Placement
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.
Presented by: Denise Kranhold and Russell Klein
Audience: Technology/Digital Literacy, Career Pathways

Dallas Ballroom A2, Level 1
Fractions: Let’s Not Just Memorize Procedures
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.
Presented by: Donna Curry
Audience: Numeracy, Adult Basic Education

Cityview 1, Level 4
High Tech, Low Tech, No Tech: Incorporating Technology in Corrections Classrooms
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.
Presented by: Amanda Dawahare and Tonya Crum
Audience: Corrections, Technology

Majestic 1, Level 37
Homework That Works! Creating Learner Autonomy
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.
Presented by: Judy Trupin
Audience: ESL/ELL, Technology/Digital Literacy
Houston Ballroom B, Level 3  
**How to Teach Soft Skills in Basic Education**

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.  
**Presented by:** Susan McKee, Ph.D. and Clint Massey  
**Audience:** Adult Basic Education, Transitions, Career Pathways

Dallas Ballroom D2, Level 1  
**How to Use the COABE App**

In this session 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 is over.  
**Presented by:** Nell Eckersley and Hector Martinez  
**Audience:** All

Trinity 4, Level 3  
**Innovating Service Delivery: A New Paradigm for ABE**

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!

**Presented by:** Laura Weisel  
**Audience:** Administrators, Adult Basic Education

Cityview 8, Level 4  
**Innovations in Student Engagement and Retention Through Technology**

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.  
**Presented by:** Carrie Tupa and Anson Green  
**Audience:** Adult Basic Education
SESSION 1 DESCRIPTIONS

Monday ★ 10:45am – 12:00pm

Dallas Ballroom A3, Level 1
Making the Case for Math in an Adult ELL Program
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.
Presented by: Kristy Stoesz and Laurel Anderson
Audience: Numeracy, ESL/ELL

Dallas Ballroom A1, Level 1
Math for the Multilevel Classroom: Focus on Unit Measurement
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.
Presented by: Amy Vickers
Audience: Numeracy

Cityview 4, Level 4
Publishing in the COABE Journal
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.
Presented by: Amy Rose
Audience: Other, Anyone interested in writing for the journal

San Antonio Ballroom A, Level 3
Nobody Writes Letters Anymore! An ESL Writing Exchange Project
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.
Presented by: Clarena Larrotta and Angi Mudd
Audience: ESL/ELL, Adult Basic Education

Houston Ballroom A, Level 3
Not So Scary: Practical Ways for Adult Educators to Engage in Advocacy
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!
Presented by: Amanda Bergson-Shilcock and Ashley Shaw
Audience: Public Policy/Advocacy

Monday ★ 10:45am – 12:00pm
SESSION 1 DESCRIPTIONS
Monday ★ 10:45am – 12:00pm

State Room 2, Level 3
Overcoming the Adverse Emotions Often Associated with Learning
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.
Presented by: Patricia Holt
Audience: Adult Basic Education

Cityview 2, Level 4
Reading, Writing, and Relationships
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.
Presented by: Carrie Stell
Audience: Adult Basic Education, ESL/ELL

Trinity 3, Level 3
Scoring Constructed Responses on the GED® Test
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.
Presented by: Daphne Atkinson and Debi Faucette
Audience: Administrators

Dallas Ballroom D1, Level 1
What’s Behind the Curtain? An Update on GED® Test Data and Performance
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.
Presented by: Debi Faucette and Martin Kehe
Audience: Administrators

Cityview 3, Level 4
Why Adult Education Matters: New PIAAC Data About the Skills of Adults 16-74 in the United States
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.
Presented by: Katie Landeros
Audience: Public Policy/Advocacy
# Session 2 at a Glance

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SESSION 2 DESCRIPTIONS
Monday ★ 2:00pm – 3:15pm

Remington Room, Level 4
“A Big and Excellent Opportunity”: A Panel on Adult Learner Leadership
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.
Presented by: Martin Finsterbusch and Margaret Patterson
Audience: Other, ESL/ELL

Dallas Ballroom D3, Level 1
A Conversation with a Donor
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.
Presented by: Denine Torr and Lindsey Sublett
Audience: Administrators

Cityview 2, Level 4
Aligning Systems to Connect Lower-Level Learners with Career Pathways
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.
Presented by: Juan Carlos Aguirre
Audience: Career Pathways, Postsecondary Education

State Room 2, Level 3
A Sustainable Adult ESL Model That Works
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.
Presented by: Marcie Smith and Lee Shainis
Audience: ESL/ELL, Family Literacy and Immigrant Intergations

Dallas Ballroom A1, Level 1
Best Practices for Teaching and Learning Mathematics
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.
Presented by: Cynthia Bell
Audience: Numeracy, Adult Basic Education
State Room 3, Level 3
Bigger Vocabulary, Better Readers: Family Literacy Programs Can Help
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.
Presented by: Donna Elder
Audience: Family Literacy

Majestic 1, Level 37
Chromebooks for Adult Education
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.
Presented by: Branka Marceta, Penny Pearson, Blair Roy, and Joyce Hinkson
Audience: Technology/Digital Literacy

Majestic 2, Level 37
Continuous Quality Improvement for Instruction
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.
Presented by: David Borden
Audience: Professional Development, Administrators

Dallas Ballroom A3, Level 1
Did You Feel That? Key Shifts in Math Instruction
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!
Presented by: Libby Serkies
Audience: Numeracy, Adult Basic Education

Cityview 1, Level 4
E-Learning for Teachers: Mathematical Reasoning, Algebraic Thinking, and Proportional Reasoning
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.
Presented by: Michelle Carson
Audience: Numeracy, Professional Development
**SESSION 2 DESCRIPTIONS**  
**Monday ★ 2:00pm – 3:15pm**

Houston Ballroom B, Level 3  
**Engaging ALL Students Using Innovative Participatory Learning Methodologies**  
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 noncognitive 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.  
**Presented by: Laura Weisel**  
**Audience:** Adult Basic Education, Professional Development

Cityview 4, Level 4  
**COABE Journal Board Meeting**  
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.  
**Presented by: Amy Rose**  
**Audience:** Other, Invited Audience

Trinity 1, Level 3  
**Essential Writing Skills for the College-Bound GED® Student**  
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.  
**Presented by: Charlene Gill**  
**Audience:** Transitions, GED® Instructors

Majestic 4, Level 37  
**Exploring How Problem Solving in Technology-Rich Environments Can Be Used to Design Responsive Programming**  
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.  
**Presented by: Jill Castek and Amy Honisett**  
**Audience:** Technology/Digital Literacy

State Room 1, Level 3  
**Five Ways to Integrate Workplace Readiness Skills in ESL Classes**  
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.  
**Presented by: Donna Price**  
**Audience:** ESL/ELL, Adult Basic Education
SESSION 2 DESCRIPTIONS
Monday ★ 2:00pm – 3:15pm

Cityview 7, Level 4
Flipping Your Classroom with Interactive Video
Have you always wanted to flip your classroom, but didn’t know where to begin? The presenters 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.
Presented by: Debra Hargrove and Glenda Rose
Audience: Technology/Digital Literacy

Majestic 8, Level 37
How to Contextualize Math Instruction Using Infographics
How can adult education instructors maximize teaching time in the classroom? Use interdisciplinary infographics! 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.
Presented by: Patricia Helmuth
Audience: Numeracy, Adult Basic Education

Dallas Ballroom D1, Level 1
Introduction to the CUNY HSE Curriculum Framework in Mathematics: Problem-Solving in Functions and Algebra
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 framework 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.
Presented by: Mark Trushkowsky and Eric Appleton
Audience: Numeracy, Adult Basic Education

Cityview 8, Level 4
Go BIG with Time Management or Go Home!
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.
Presented by: Jana Skopec
Audience: Adult Basic Education
SESSION 2 DESCRIPTIONS
Monday ★ 2:00pm – 3:15pm

Trinity 4, Level 3

Lesson Planning and Teaching with Standards
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.
Presented by: Sara Gutting and Jeff Fantine
Audience: Adult Basic Education, Administrators

San Antonio Ballroom B, Level 3

Literacy Narratives of Latina Mothers Taking Control of the Future
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?
Presented by: Perla Delgado
Audience: Family Literacy, Immigrant Integration

Majestic 5, Level 37

Making the Leap in a Single Bound: Florida’s New and Improved Online GED® Prep Program
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.
Presented by: Kimberly Gates
Audience: Technology/Digital Literacy

Cityview 6, Level 4

Mississippi Integrated Basic Education and Skills Training (MI-BEST) Model
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.
Presented by: Sandy Crist and Kenneth Wheatley
Audience: Career Pathways, Adult Basic Education
SESSION 2 DESCRIPTIONS
Monday ★ 2:00pm – 3:15pm

San Antonio Ballroom A, Level 3
Not Your Daddy’s ESL. English Innovations: Blending Social Media, Game-Based Learning, and English Language Acquisition
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.
Presented by: Heide Wrigley, Peter Stidwill, and Arianne Garden Vazquez
Audience: Technology/Digital Literacy, ESL/ELL

Majestic 3, Level 37
Operation OER! Resources for Learner Success!
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.
Presented by: Penny Pearson, Joyce Hinkson, Branka Marceta, and Blair Roy
Audience: Technology/Digital Literacy

Majestic 6, Level 37
Reboot Your Digital Strategy!
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.
Presented by: Steve Quann
Audience: Literacy and Communication System (LINCS), Technology/Digital Literacy

Dallas Ballroom D2, Level 1
Order of Operations: Sometimes, Always or Never?
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.
Presented by: Rebecca Strom
Audience: Numeracy
SESSION 2 DESCRIPTIONS
Monday ★ 2:00pm – 3:15pm

Majestic 7, Level 37
Student Engagement Online: Creating a Productive Learning Environment that Promotes Inclusion and Inspiration.
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.
Presented by: Cash Clifton
Audience: Adult Basic Education, Technology/ Digital Literacy

Trinity 2, Level 3
Upping the Rigor: Vertically Aligning Curriculum from ESL to ASE
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.
Presented by: Peggy Raun-Linde and DeAnne Berryhill
Audience: Transitions, Adult Basic Education

Houston Ballroom A, Level 3
Supporting the Persistence of English Language Learners
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.
Presented by: Andy Nash
Audience: Literacy and Communication System (LINCS)

Cityview 3, Level 4
The Adverse Impact of Technology on Generation Y
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.
Presented by: Magdalena Campbell
Audience: Postsecondary Education, Technology and Digital Literacy
SESSION 2 DESCRIPTIONS

Monday ★ 2:00pm – 3:15pm

Trinity 3, Level 3

Your Role as Instructional Leader: Creating a Learning Community
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.

Presented by: Joanie Rethlake
Audience: Administrators, Adult Basic Education

Houston Ballroom C, Level 3

Using Data to Manage Your Educational Program
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.

Presented by: Jane Bledsoe
Audience: Adult Basic Education
# SESSION 3 AT A GLANCE
**Monday ★ 3:45pm – 5:00pm**

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### Session 3 at a Glance

**Monday ★ 3:45pm – 5:00pm**

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SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

State Room 1, Level 3
Adult ESL Reading Assessment Strategies for College and Career Readiness
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.

Presented by: Linda Taylor
Audience: ESL/ELL

Trinity 2, Level 3
Align and Redesign: A Case Study in Innovating Statewide ABE and Literacy Services
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.

Presented by: Mimi Daniel
Audience: Adult Basic Education

Remington Room, Level 4
Are You Ready...GED Ready? Using GED Ready® to Prepare Students for the 2014 GED® Tests
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.

Presented by: DeAnna Coon and Miriam Burt
Audience: ESL/ELL, Adult Basic Education
**SESSION 3 DESCRIPTIONS**

**Majestic 3, Level 37**

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

**Presented by:** Rachel McDonnell, Linda Munoz, and Tamara Clunis
**Audience:** Professional Development, Administrators

**State Room 3, Level 3**

**Burlington English Career Pathways—Your WIOA Solution!**
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.

**Presented by:** Sherri Quesnel
**Audience:** ESL/ELL, Career Pathways

**Majestic 1, Level 37**

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

**Presented by:** Laura Quisenberry and Elizabeth Rosas
**Audience:** ESL/ELL, Technology/Digital Literacy

**Dallas Ballroom A2, Level 1**

**Characteristics of Adult Learners and How To Reach Them**
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.

**Presented by:** Randy Mack
**Audience:** Adult Basic Education, Professional Development

**Majestic 5, Level 37**

**Creating Effective Learning Environments**
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.

**Presented by:** Gail Cope
**Audience:** Literacy and Communication System (LINCS), Adult Basic Education
SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

Cityview 7, Level 4
Career and College Awareness Instruction for ABE Learners
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.
Presented by: Judith Alamprese
Audience: Career Pathways, Adult Basic Education

Cityview 8, Level 4
Develop a Career Interest Self-Assessment Tool
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.
Presented by: Sandy Goodman
Audience: Career Pathways, Transitions

Cityview 6, Level 4
Career Pathways and CCRS: How the Department of Labor’s Building Blocks Model Explains Contextualized Instruction
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.
Presented by: Hillary Major
Audience: Career Pathways, Professional Development

Majestic 8, Level 37
Diagnostic Data: Knowing When Students Are Prepared to Pass Their HSE Assessments
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.
Presented by: Dan Griffith
Audience: Adult Basic Education
Majestic 6, Level 37

**Effective Implementation and Evaluation of ABE Online or Hybrid Courses**

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.

**Presented by:** Don Dutton  
**Audience:** Adult Basic Education, Online/Distance/Hybrid Learning

Dallas Ballroom D2, Level 3

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

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.

**Presented by:** Margie McHugh  
**Audience:** Adult Education Policy Advocacy for Practitioners, Immigrant Integration

San Antonio Ballroom A, Level 3

**ESL Math Activities: Math Instruction and ESL Students**

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).

**Presented by:** Michael Matos  
**Audience:** ESL/ELL, Numeracy

Dallas Ballroom A1, Level 1

**Exploring Algebraic Thinking in a Teachers’ Circle**

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.

**Presented by:** Eric Appleton, Mark Trushkowsky, and Cynthia Bell  
**Audience:** Numeracy, Professional Development
SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

Majestic 7, Level 37
From A to Z: One OER, Four Levels
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.
Presented by: Alfons Prince
Audience: Adult Basic Education

Cityview 2, Level 4
Get into Motion: Connecting Math and Science
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.
Presented by: Conni Marshall
Audience: Adult Basic Education, Adult Secondary Education

Trinity 1, Level 3
Helping Your Adult Learners BEAT Test Stress
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 BIGGER 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.”
Presented by: Cynthia Campbell
Audience: Adult Basic Education, ESL/ELL

Majestic 9, Level 37
How Can Soft Skills in Instruction Help Your Program Be a Strong WIOA Partner?
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.
Presented by: Jane Eguez
Audience: Adult Basic Education, ESL/ELL
SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

Trinity 4, Level 3

**Instructional Strategies for Addressing Primary Sources**
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.  
**Presented by:** Bonnie Goonen and Susan Pittman  
**Audience:** Adult Basic Education

San Antonio Ballroom B, Level 3

**Narratives of Asian Immigrant Adults Learning English in Central Texas**
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?  
**Presented by:** Clarena Larrotta and Jan Adversario  
**Audience:** ESL/ELL, Immigrant Integration

Houston Ballroom A, Level 3

**Literacy “In Context”: Using Authentic Materials to Improve Learner Outcomes in the ELL Classroom**
ELLs come to us with a wide range of abilities—prenumerate, 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.  
**Presented by:** Robin Morgan  
**Audience:** ESL/ELL

Cityview 3, Level 4

**Pathways with a Purpose: Mapping Success for ABE Students**
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.  
**Presented by:** Jennifer Hawkins, Larry Anderson, Cesar Diaz, and Fred Schmidt  
**Audience:** Adult Basic Education, Career Pathways
SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

Dallas Ballroom D1, Level 1
Serve Students, Employers, and Your Community
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.
Presented by: Sarah Wilkins and Tonya Crum
Audience: Adult Basic Education

Cityview 1, Level 4
Stepping Up Your Performance: Four Steps to Proofreading
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.
Presented by: Ann Hamblin
Audience: Development Education, Adult Basic Education

Dallas Ballroom A3, Level 1
Teaching Techniques for Low-Level Learners
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.
Presented by: Sara Gutting
Audience: Learning Difficulties/Disabilities, Adult Basic Education

Houston Ballroom C, Level 3
Serving Immigrants Through Informational and Digital Integration
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.
Presented by: Mark A. Jamison and Diosdado G. Gica
Audience: Immigrant Integration, Professional Development

Houston Ballroom B, Level 3
Technology Toolbox for Professional Development
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.
Presented by: Cynthia Bell and Nell Eckersley
Audience: Professional Development, Technology

Monday ★ 3:45pm – 5:00pm
SESSION 3 DESCRIPTIONS
Monday ★ 3:45pm – 5:00pm

Majestic 2, Level 37
The Texas PD System: Innovations in Professional Development
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.
Presented by: John Stevenson and Lori Slayton
Audience: Professional Development, Administrators

Cityview 4, Level 4
Universal Design for Learning and the ELA CCRS
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.
Presented by: Amanda Duffy
Audience: Adult Basic Education, ESL/ELL

Dallas Ballroom D3, Level 1
Using the Adult Education Teacher Competencies to Strengthen the Field
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.
Presented by: Sally Waldron and Andy Nash
Audience: Adult Basic Education, ESL/ELL

Trinity 3, Level 3
Utilizing Research in Practice
We will discuss ways that teachers and administrators can read research, identify strong research, and utilize findings to improve their own practice.
Presented by: Amy Rose, Margaret Patterson, Michele Pappalardo, and William Schaffer, OCTAE Leadership
Audience: Administrators, Teachers
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<td>8:00am – 9:00am</td>
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<td>Lunch on your own</td>
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<td>Eddie Deen’s Ranch in Downtown Dallas</td>
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Tuesday Special Events

State Association Meeting with Johan Uvin
Sponsored by Houghton Mifflin Harcourt
9:30am – 10:45am ★ Chaparral

This meeting is especially designed with state leaders in mind! Moderated by Acting Secretary Johan Uvin and our Vice President for Membership, Debbie Phillips, this meeting will give you the opportunity to ask questions and network with other state association leaders.

Eddie Deen & Company East Texas Barbecue
Sponsored by McGraw-Hill Education
6:00pm – 10:00pm ★ Eddie Deen’s Ranch in Downtown Dallas

If there’s a rock star of Texas barbecue, it’s Eddie Deen. In the restaurant and catering business for 35 years, he is the founder of Eddie Deen & Company, a catering and special event business in the Dallas-Fort Worth area that was selected to serve thousands of guests celebrating George W. Bush’s inaugurations as both governor of Texas and president of the United States, inaugural festivities for every Texas governor in the last 20 years. They have prepared up to 20,000 meals a day for relief workers in the aftermath of hurricanes Katrina, Rita and Ike. This will be an event you will NOT want to miss! We will meet in the lobby of the Sheraton. Bus transportation from the Sheraton will be provided starting at 6pm and will end at 11pm. There will be continuous buses to pick up and drop off at the Sheraton during those times. This event is generously sponsored by McGraw-Hill Education.
### SESSION 4 AT A GLANCE
**Tuesday ★ 9:30am – 10:45am**

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<td>Austin Community College: Making Our Career Pathways Bigger and Better</td>
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<td>Cityview 1, Level 4</td>
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<td>Integrating Learners’ Diverse Ways of Doing Math into Your Math Instruction</td>
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<td>Law and Algebra: SVU (Special Visual Unit)</td>
<td>Numeracy, ABE</td>
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<td>Mobile Learning for Lower-Level Adult Learners</td>
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<td>Open Educational Resources: Teachers Are Experts</td>
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<td>Pathways to Citizenship: Teaching Civics to English Language Learners</td>
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<td>Talking About Wordless Picture Books: A Tutor Strategy Supporting ELLs</td>
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SESSION 4 DESCRIPTIONS
Tuesday ★ 9:30am – 10:45am

State Room 1, Level 3
Active Interactive Learning Without Fear: In-Class Project-Based Hands-On Learning to Guarantee Successful Language Acquisition for Low-Level English Language Learners
This session will include a Powerpoint 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.
Presented by: Kimberly Surgeon
Audience: ESL/ELL

Dallas Ballroom D3, Level 1
Advocating for Adult Education with Narratives That Engage
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.
Presented by: Deborah Kennedy
Audience: Adult Education Policy Advocacy for Practitioners, Public Policy/Advocacy

Cityview 3, Level 4
Austin Community College: Making Our Career Pathways Bigger and Better
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.
Presented by: Mechelle Marler, Griselda Valerio, and Erin Taylor
Audience: Career Pathways

Trinity 3, Level 3
Beyond WIOA: Drawing on Other Federal Resources to Help Your Learners
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.
Presented by: Amanda Bergson-Shilcock
Audience: Adult Education Policy Advocacy for Practitioners, Administrators

Majestic 5, Level 37
Blended Learning for Adult Educators
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.
Presented by: David Rosen
Audience: Technology/Digital Literacy, Administrators
Cityview 7, Level 4

**Building Employability Skills with Project-Based Service-Learning Activities**

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.

*Presented by: Blaire Willson Toso, Carol Clymer, and Joshua Cramer*

*Audience: Career Pathways, Adult Basic Education*

Trinity 2, Level 3

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

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.

*Presented by: Mary J. Schultz*

*Audience: Adult Basic Education, Family Literacy*

Cityview 1, Level 4

**Career Pathways: A Systemic Approach**

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.

*Presented by: Karen Bautista, Rosa Leon Blanco, and Karla Lechuga*

*Audience: Career Pathways, Immigrant Integration*
Cityview 6, Level 4

**Career Pathways: Designing and Implementing Texas Style**

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.

**Presented by: Anson Green and Ann Savino**

**Audience: Career Pathways, Postsecondary Education**

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State Room 2, Level 3

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

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.

**Presented by: Bill Bliss and Tania Saiz**

**Audience: ESL/ELL, Technology/Digital Literacy**

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Dallas Ballroom D2, Level 1

**Critical Thinking and Numeracy in Social Media**

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.

**Presented by: Aaron Kohring and Duren Thompson**

**Audience: Literacy and Communication System (LINCS), Numeracy**

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Majestic 2, Level 37

**Developing a Positive Culture for Student Success**

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.

**Presented by: Mark Peterson**

**Audience: Adult Basic Education, Corrections**
SESSION 4 DESCRIPTIONS
Tuesday ★ 9:30am – 10:45am

Majestic 6, Level 37
**Digital Literacy Acquisition: Findings from a National Research Project**
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.

*Presented by: Jill Castek*
*Audience: Technology/Digital Literacy, Adult Basic Education*

Cityview 2, Level 4
**Healthcare Career Pathway Initiative for Low-Literate Adults**
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.

*Presented by: Laureen Atkins, Susan Sheehan, Bethany Friedlander, and Tessa Torowski*
*Audience: Career Pathways, Adult Basic Education*

Majestic 7, Level 37
**Healthy Partnerships: Workplace Literacy Reaches More Adult Learners**
University Health System and Alamo Colleges have a variety of 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.

*Presented by: Melissa Sadler-Nitu and Jacqueline Burandt*
*Audience: Career Pathways, Administrators*

State Room 3, Level 3
**How to Be an Ally for Your ESL Students**
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.

*Presented by: Marcela Movit and Delphinia Brown*
*Audience: ESL/ELL*

San Antonio Ballroom B, Level 3
**I Wonder: Using Book Clubs to Advance Adult Literacy**
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 R.J. 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.

*Presented by: Janifer Wheeler*
*Audience: ESL/ELL, Adult Basic Education*
SESSION 4 DESCRIPTIONS
Tuesday ★ 9:30am – 10:45am

Cityview 8, Level 4
Innovation in Integration: How an Iowa Adult Ed Program Has Reimagined I-BEST
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.
Presented by: Jennette Shepard and Lucas Plouff
Audience: Career Pathways, Adult Basic Education/ELL

Dallas Ballroom D1, Level 1
Integrating Learners’ Diverse Ways of Doing Math into Your Math Instruction
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.
Presented by: Laura Sherwood
Audience: Numeracy, Adult Basic Education

Trinity 1, Level 3
Integrated Education and Training: Pathway to Accelerated Learning
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.
Presented by: Allison Pickering
Audience: Transitions, Administrators, Coordinators, Teachers

Dallas Ballroom A3, Level 1
Law and Algebra: SVU (Special Visual Unit)
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.
Presented by: Heidi Schuler
Audience: Numeracy, ABE

Majestic 8, Level 37
Looking Through the LENS—Learning, Engagement, Next Steps: The Adult Education and Culturally Responsive Teaching Connection
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.
Presented by: Latosha Branch
Audience: Adult Basic Education, Corrections
SESSION 4 DESCRIPTIONS
Tuesday ★ 9:30am – 10:45am

Majestic 9, Level 37
LINCS Health Literacy Resources and More
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.
Presented by: Cynthia Zafft
Audience: Literacy and Communication System (LINCS)

Cityview 4, Level 4
Literacy, Numeracy, and Health Among Immigrants and U.S.-Born Adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC)
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.
Presented by: Esther Prins
Audience: Adult Basic Education, ESL/ELL, Immigrant Integration, Numeracy

Dallas Ballroom A2, Level 1
Math for Science and Social Studies
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.
Presented by: Connie Rivera
Audience: Numeracy, Adult Basic Education

Majestic 4, Level 37
Mobile Learning for Lower-Level Adult Learners
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.
Presented by: Alison Ascher Webber, Jon Engel, and Heide Wrigley
Audience: Technology/Digital Literacy

Houston Ballroom B, Level 3
Multisensory Structured Language and English on a Roll: Grammar Learning That’s Fun and Effective. Students Love It!
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!
Presented by: Linda Koran
Audience: ESL/ELL, Learning Difficulties/Disabilities
SESSION 4 DESCRIPTIONS
Tuesday ★ 9:30am – 10:45am

Houston Ballroom A, Level 3
Open Educational Resources: Teachers Are Experts
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.
Presented by: Amanda Duffy and Delphinia Brown
Audience: ESL/ELL, Adult Basic Education

Houston Ballroom C, Level 3
Pathways to Citizenship: Teaching Civics to English Language Learners
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.
Presented by: Laura Blom
Audience: Family Literacy, English Language Learners

Remington Room, Level 4
Talking About Wordless Picture Books: A Tutor Strategy Supporting ELLs
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 voluntarism. 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.
Presented by: Patricia Lovett
Audience: Immigrant Integration, ESL/ELL

Dallas Ballroom A1, Level 1
Teaching Mathematical Reasoning
This session will give teachers strategies to teach mathematical reasoning. Participants will take back 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.
Presented by: Anthony Chan
Audience: Numeracy

Majestic 3, Level 37
The Impact and Outcomes of PLCs in a Correctional Setting
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.
Presented by: Rosary-Joyce Kennedy and Lee Turley
Audience: Adult Basic Education, Corrections
SESSION 4 DESCRIPTIONS  
Tuesday ★ 9:30am – 10:45am

Trinity 4, Level 3  
**Texas Online Learner Database—Data Collection Tool for Organizational Success**  
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 (T.C.A.L.L) 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 is in its second phase of upgrade. T.O.L.D. is more user-friendly and able to produce many organizational reports. T.O.L.D. is now available to agencies outside of Houston and Texas.  
*Presented by: Sheri Suarez Foreman and Martin Loa*  
**Audience: Administrators, Technology**

Majestic 1, Level 37  
**Using “The Google!”**  
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.  
*Presented by: Melinda Holt*  
**Audience: Technology/Digital Literacy**

San Antonio Ballroom A, Level 3  
**Transferable Skills, Interactive Activities, and the CCRS: What’s the Connection?**  
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.  
*Presented by: Ronna Magy*  
**Audience: ESL/ELL, Adult Basic Education**
**SESSION 5 AT A GLANCE**  
Tuesday ★ 11:00am – 12:15pm

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# SESSION 5 AT A GLANCE
**Tuesday ★ 11:00am – 12:15pm**

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SESSION 5 DESCRIPTIONS
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Dallas Ballroom A3, Level 1
“I’m Not Afraid of Math Anymore!” for High School Equivalency Tests
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.
Presented by: Susan Bernard and Christopher Myers
Audience: Numeracy, Adult Basic Education

Trinity 1, Level 3
Bigger and Better in Waterloo: Collaboration as Key to Students’ Transition to Postsecondary
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 postsecondary, 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.
Presented by: Anna Laneville
Audience: Postsecondary Education, Transitions

Majestic 6, Level 37
Blending Books and Bytes—Hybrid Instructional Strategies in the Adult Education Classroom
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.
Presented by: Jeffrey Goumas
Audience: Technology/Digital Literacy, Professional Development

Houston Ballroom B, Level 3
Building Partnerships to Explore and Expand Adult Literacy
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.
Presented by: Deborah Cash Bargabus and Diana Brace
Audience: Adult Basic Education
Cityview 3, Level 4
Capitalizing on New and Emerging Education Market Opportunities
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.
Presented by: Aaron Patterson
Audience: Administrators, Career Pathways

Cityview 7, Level 4
Collaborative Teaching: Collaboration, Transition, Success!!
Integrated 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 changes in funding opportunities through WIOA.
Presented by: Shawn Jensen and Karla Sampselle
Audience: Career Pathways, Transitions

Majestic 1, Level 37
Come “Hangout” with Google!
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!
Presented by: Jamie Bearden and Terri Gustafson
Audience: Technology/Digital Literacy, Adult Basic Education

Cityview 6, Level 4
Correctional Career Pathways: A Journey to Hope
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.
Presented by: Kim Gass and Debbie Fillers
Audience: Career Pathways, Adult Basic Education

Dallas Ballroom D1, Level 1
Creating Powerful Professional Development and Adult Education Certification
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!
Presented by: Steven Schmidt
Audience: Professional Development
SESSION 5 DESCRIPTIONS
Tuesday ★ 11:00am – 12:15pm

State Room 1, Level 3
Cyber ESL: Technology and Blended Learning
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.

Presented by: Stephen Alderson, Anthony Workman, and Julie Kalsow
Audience: ESL/ELL, Technology/Digital Literacy

Trinity 3, Level 3
ETS High School Equivalency Testing (HiSET®) Program
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.

Presented by: Jason Carter and Gladys Recinos
Audience: Adult Basic Education, Administrators

Majestic 8, Level 37
Early Findings from the National Study of the Use of Online Learning to Support the Literacy and Math Skill Development in Low-Skilled Adults
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.

Presented by: Robert Murphy
Audience: Technology/Digital Literacy

Trinity 3, Level 3
Evidence-Based Principles and Practices for Writing Instruction
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.

Presented by: Dianna Baycich
Audience: Literacy and Communication System (LINCS), Adult Basic Education

Remington Room, Level 4
GED® Classes That Build Workplace Skills
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.

Presented by: Paul Loupe and Laura Blom
Audience: Adult Basic Education, Family Literacy
I-Better: Successes and Lessons Learned Through Implementing I-BEST Programs
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!

Presented by: Wendy Scheder-Black, Laurie Kierstead-Joseph, and Lisa Grenier
Audience: Career Pathways, Adult Basic Education, Transition

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

Presented by: Nell Eckersley and Debra Hargrove
Audience: Technology/Digital Literacy, Career and College Readiness Standards

Technology in the Adult Education Classroom
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.

Presented by: Mitch Rosin
Audience: Adult Basic Education

Intentional Connections: Providing Low-Level Students Pathways to Success
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.

Presented by: Lynnda Shields and Robert Sandhaas
Audience: Postsecondary Education, Adult Basic Education

Lean Load Instructional Design
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.

Presented by: Shannon Sims
Audience: Adult Basic Education, Corrections

Vocabulary of Math
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.

Presented by: Dorothea Steinke
Audience: Numeracy, Adult Basic Education
**SESSION 5 DESCRIPTIONS**

**Tuesday ★ 11:00am – 12:15pm**

**State Room 2, Level 3**

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

Rigid class hours and locations often force English Language Learners (ELLs) 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.

**Presented by: Tara Plouff**

**Audience: ESL/ELL, Technology/Digital Literacy**

**Dallas Ballroom A1, Level 1**

**Preparing Students for Numeracy in the Workforce**

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.

**Presented by: Cynthia Bell**

**Audience: Numeracy, Adult Basic Education**

**Majestic 9, Level 37**

**Students May Be Closer than They Appear**

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!

**Presented by: Tonya Crum and Sarah Wilkins, Ed.D.**

**Audience: Technology/Digital Literacy, Adult Basic Education**

**State Room 3, Level 3**

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

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.

**Presented by: Lori Howard and Jayme Adelson-Goldstein**

**Audience: ESL/ELL, Reading**

**Majestic 2, Level 37**

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

This session will introduce cutting-edge ideas to turn bare compliance staff development into real growth and learning through building of professional learning communities. 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!

**Presented by: Irene Ramos and Laura Barrera**

**Audience: Professional Development, Adult Education**
SESSION 5 DESCRIPTIONS
Tuesday ★ 11:00am – 12:15pm

Majestic 4, Level 37
Taking Tech by the Horns: A DIY Approach to Bringing Better Technology to Learners Who Need It Most
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 technology 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.
Presented by: Gabriel Martinez and Patti Constantakis
Audience: Technology/Digital Literacy, Administrators

San Antonio Ballroom A, Level 3
The GED® and Minority Language Groups
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 Service should better support all non-native English speakers.
Presented by: Laurel Anderson, Ryan Monroe, and Chenniah Patrick
Audience: ESL/ELL, Adult Basic Education

Majestic 3, Level 37
Volunteer Training Initiative: Responsive Training for Nonprofits
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 nonprofit 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 nonprofit 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.
Presented by: Jennifer Edwards
Audience: Professional Development

Trinity 4, Level 3
Taking the Mystery Out of Launching a Financial Education Program
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.
Presented by: Mary J. Schultz
Audience: Adult Basic Education, Family Literacy

Tuesday ★ 11:00am – 12:15pm
SESSION 5 DESCRIPTIONS
Tuesday ★ 11:00am – 12:15pm

Cityview 1, Level 4

**We Have Two Constitutions?!?!**

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.

**Presented by:** Kimberly Harris  
**Audience:** Professional Development, Adult Basic Education

Houston Ballroom C, Level 3

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

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.

**Presented by:** Garrett Groves, Anson Green, John Engle, Tamara Clunis  
**Audience:** Public Policy/Advocacy, Adult Education Policy Advocacy

San Antonio Ballroom B, Level 3

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

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.

**Presented by:** Lennox McLendon  
**Audience:** Adult Basic Education, ESOL

Dallas Ballroom D2, Level 1

**You’ve Got to Move It Move It!**

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 others—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.

**Presented by:** Denise Hinojosa Orand  
**Audience:** Other, Instructors
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<td>Bigger and Better Integrated Education and Training: A Unique Collaboration</td>
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<td>Change the Prompt! Making the GED®/HSE Essay More Relevant for ABE Students</td>
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## SESSION 6 AT A GLANCE
**Tuesday ★ 2:00pm – 3:15pm**

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SESSION 6 DESCRIPTIONS
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Majestic 2, Level 37
A Teacher-Leadership Approach to College and Career Readiness Standards-in-Action
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.
Presented by: Hillary Major
Audience: Professional Development, Administrators

Majestic 8, Level 37
ABE/GED® Train the Trainer—Go Motivate! Effective Strategies for Adult Educators to Improve Retention, Persistence, and Motivation Among ABE/GED® Adult Learners
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.
Presented by: Dr. Lynn Taylor
Audience: Adult Basic Education, Technology Digital Literacy

Remington Room, Level 4
Adult Literacy and Libraries: Fostering Community Partnerships for Student Success
This 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.
Presented by: Kristin Lahurd, Elizabeth Gaylor, Sara Orellana, My’Tesha Tates, and Zina Clark
Audience: Other, ESL/ELL

Cityview 6, Level 4
Best Practices in Corrections Education
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 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.
Presented by: Jane Bledsoe
Audience: Corrections
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

Majestic 5, Level 37
Better Tools, Bigger Impact: Using the Empowerment Marketplace as a Low-Cost Option for Job-Seeker Training and Mentoring
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.
Presented by: Jodi Rothwell
Audience: Technology/Digital Literacy, Career Pathways

Majestic 1, Level 37
Bigger and Better Tools for Reaching and Teaching Adult Learners Using Integrated Technology
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.
Presented by: Stephanie Cowan, Kathleen Dorn, and Julie Garrett
Audience: Adult Basic Education, Technology

Cityview 7, Level 4
Bigger and Better Integrated Education and Training: A Unique Collaboration
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.
Presented by: Michele Pappalardo and William Schaffer
Audience: Postsecondary Education, Career Pathways/Transitions

San Antonio Ballroom B, Level 3
Brainstorming and Writing with Sparks!
This presentation examines the problems students encounter when trying to develop ideas and content for writing assignments and offers an evidence-based solution that students can utilize to help them overcome their brainstorming and writing problems. 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, etc. 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.
Presented by: Enrique Lerma and Aaron Sanchez
Audience: Adult Basic Education, ESL/ELL
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

Cityview 2, Level 4

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

Presented by: Tamara Clunis, Michelle Lamons, and Rodney Littau
Audience: Development Education, Adult Basic Education

State Room 1, Level 3

Common Mistakes to Overcome and Pronunciation Techniques for Adult English Learners
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.

Presented by: Lee Shainis and Marcie Smith
Audience: ESL/ELL, Family Literacy and Immigrant Integration

Dallas Ballroom D1, Level 1

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

Presented by: Dan Devers
Audience: Adult Basic Education

Majestic 6, Level 37

BYOD: Laptops, Tablets
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.

Presented by: Marvin Superville
Audience: Technology/Digital Literacy
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

Houston Ballroom B, Level 3
Connecting the Adult Education Field: On-Demand Professional Development (LINCS)
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
Presented by: Kaye Beall and Tim Ponder
Audience: Literacy and Communication System (LINCS), Professional Development

Trinity 3, Level 3
Continuous Improvement and Performance Accountability Texas Style: A Quality Model for Program Management
Performance improvement and accountability are hallmarks of service delivery under the Workforce Innovation and Opportunity Act. Texas initiated a statewide quality model for local AELFA 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.
Presented by: Anson Green, Lori Slayton, and Carrie Tupa
Audience: Administrators, Performance

Dallas Ballroom A2, Level 1
When the Rubber Hits the Road: State Directors on WIOA Implementation
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!
Presented by: Amanda Bergson-Shilcock

Trinity 4, Level 3
Enhancing Reading Instruction for Adults Using the PIAAC Framework for Literacy
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.
Presented by: Amy Trawick
Audience: Adult Basic Education

Trinity 2, Level 3
Give Employers What They Want: Work Ethic
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!
Presented by: Josh Davies
Audience: Adult Basic Education, Postsecondary Education
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

Dallas Ballroom B, Level 1
Keynote Respondent Panel and Twitter Town Hall
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
Presented by: Cheryl Keenan and Moderated by Amanda Bergson Shilcock

State Room 3, Level 3
Increasing Persistence for Bigger and Better Outcomes
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.
Presented by: Tracy Noles
Audience: Family Literacy, Adult Basic Education

Majestic 7, Level 37
Making Data Work For You & Your Learners: Understanding Workforce Data Tools
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!
Presented by: Jenna Leventoff

Majestic 3, Level 37
Making Distance Education Bigger and Better in Texas!
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 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.
Presented by: Nancy Dunlap
Audience: Technology/Digital Literacy, Adult Education and Literacy

State Room 2, Level 3
Meta-What? Developing Metacognitive Skills with Our Adult Learners
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.
Presented by: Cynthia Campbell
Audience: Adult Basic Education, ESL/ELL
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

San Antonio Ballroom A, Level 3
Making WIOA Work for Immigrants
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.
Presented by: Debra Means-West and Amanda Bergson-Shilcock
Audience: Immigrant Integration, ESL/ELL

Dallas Ballroom D2, Level 1
NMSU-Alamogordo Adult Education Retention Plan
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.
Presented by: Judith Strawderman
Audience: Adult Basic Education

Houston Ballroom C, Level 3
Reaching DACA-Eligible Immigrant Youth with Adult Education Services
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 education program. 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.
Presented by: Margie McHugh and Greisa Martinez
Audience: Immigrant Integration

Trinity 1, Level 3
Seven Layers to a Purposeful Career
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.
Presented by: Juli DeNisco
Audience: Transitions, Career Pathways
Cityview 1, Level 4

**TASC Transition Curriculum Development Project**

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 effectiveness of curriculum design and its implementation is inextricably linked to professional development.

Presented by: Diosdado Gica

Audience: Adult Basic Education, Curriculum Development and Implementation

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Dallas Ballroom A1, Level 1

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

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.

Presented by: Tom Cytron-Hysom, Jane Graupman, and Merle Greene

Audience: Adult Basic Education, Postsecondary Education

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Houston Ballroom A, Level 3

**Using Mentoring to Strengthen the Field**

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.

Presented by: Andy Nash and Sally Waldron

Audience: LINCS, Teachers, Administrators, Professional Developers

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Majestic 4, Level 37

**They Can “Mobile” but Can They “Compute”?**

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.

Presented by: Ann Harris

Audience: Technology/Digital Literacy, Professional Development
SESSION 6 DESCRIPTIONS
Tuesday ★ 2:00pm – 3:15pm

Dallas Ballroom A3, Level 1
**When Worlds Collide: Blended Learning for 2016**
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!
**Presented by:** Meagen Farrell and Adam Springwater
**Audience:** Adult Basic Education

Dallas Ballroom D3, Level 1
**WIOA: Shifts in Policy, Shifts in Practice**
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.
**Presented by:** Kevin Franklin
**Audience:** Adult Basic Education

Cityview 8, Level 4
**Workforce and Adult Education Integration Model**
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.
**Presented by:** Sharon Dehn
**Audience:** Other, Workforce Boards and Community Employers
## SESSION 7 AT A GLANCE
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SESSION 7 DESCRIPTIONS  
Tuesday 3:45pm – 5:00 pm

Houston Ballroom C, Level 3  
**A Match Made in Heaven: Aligning Developmental and Adult Education Systems to Serve Students with Low Basic Skills Through Integrated Career Pathway Programs**

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.

**Presented by:** Tamara Clunis, Linda Munoz, David Hall, and Marilee Cooper  
**Audience:** Development Education, Career Pathways

Cityview 8, Level 4  
**Adult Education and Literacy: Work-Based Project for Construction Workers**

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.

**Presented by:** Angela Johnson, Eduardo Honold, and Amanda Perez  
**Audience:** Career Pathways, ESL

Trinity 3, Level 3  
**Adult Non-Participation in Education: Detouring from the Pathway**

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.

**Presented by:** Margaret Patterson  
**Audience:** Administrators

Dallas Ballroom A3, Level 1  
**Bigger, Better Writing: Using Rubrics and Samples to Improve Scores and Instruction**

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!

**Presented by:** Carmine Stewart and Meagen Farrell  
**Audience:** Adult Basic Education

Majestic 7, Level 37  
**By the Border Chat with Cheryl Keenan**

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.

**Presented by:** Cheryl Keenan  
**Audience:** All, Adult Basic Education
SESSION 7 DESCRIPTIONS
Tuesday ★ 3:45pm – 5:00 pm

Trinity 1, Level 3
Career Navigator: Exploring this New Role
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.
Presented by: Melissa Sadler-Nitu
Audience: Career Pathways, Transitions

Cityview 2, Level 4
Developing Comprehensive Career Pathways Systems in ABE
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 postsecondary 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.
Presented by: Judith Alamprese, Hope Cotner, and Chrys Limardo
Audience: Career Pathways, Adult Basic Education

Majestic 3, Level 37
Developing Human Capital in the Age of WIOA
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.
Presented by: Mitch Rosin
Audience: Professional Development

Trinity 2, Level 3
Differentiated Writing Instruction: Growing Successful Writers
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.
Presented by: Mary Ann Corley
Audience: Adult Basic Education, Administrators

Majestic 4, Level 37
Digital Challenger: Phonics-Based E-Learning for Adults
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.
Presented by: Susan Willey
Audience: Adult Basic Education, Technology/Digital Literacy
State Room 3, Level 3

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

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.

*Presented by:* Federico Salas-Isnardi  
*Audience:* Professional Development

State Room 1, Level 3

**Employability and English: How to Integrate Content in One Curriculum**

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.

*Presented by:* Sarah Lynn and Susan Gaer  
*Audience:* ESL/ELL, Career Pathways

Cityview 1, Level 4

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

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.

*Presented by:* Denise Hinojosa Orand  
*Audience:* Career Pathways, ESL/ESOL/ABE Transitions Programs

Remington Room, Level 4

**GED® Test Outcomes and Research**

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.

*Presented by:* Martin Kehe  
*Audience:* Adult Basic Education

Cityview 6, Level 4

**Integrated Competency-Based Education for Underprepared Learners**

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 CBHE—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.

*Presented by:* Amy Girardi and David Rosen  
*Audience:* Career Pathways, Postsecondary Transitions
SESSION 7 DESCRIPTIONS
Tuesday ★ 3:45pm – 5:00 pm

State Room 2, Level 3
Integrating Workforce Preparation and Training into ESOL and EL Civics Curriculum
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.
Presented by: Lori Howard, Glenda Rose, and Elsa Tanis
Audience: ESL/ELL, Career Pathways

Cityview 7, Level 4
Mix it Up: Using an Integrated Learning Plan to Move Students Towards Success
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.
Presented by: Meryl Becker-Prezocki
Audience: Adult Basic Education, ESL/ELL

San Antonio Ballroom A, Level 3
Mobile Devices for Adult Learners
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.
Presented by: Susan Gaer
Audience: ESL/ELL, Adult Basic Education

Houston Ballroom A, Level 3
Publisher Alignment Certification with the GED® Test
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.
Presented by: Jane Bledsoe
Audience: Adult Basic Education

Dallas Ballroom D3, Level 1
Putting Data in the Hands of the Students: Using Data to Drive Instruction
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.
Presented by: Lisa Helfrich
Audience: Adult Basic Education, Administration
SESSION 7 DESCRIPTIONS
Tuesday ★ 3:45pm – 5:00 pm

Majestic 2, Level 37
Science, Experiments, and Cross-Curricular Instruction
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.
Presented by: Kimberly Harris
Audience: Professional Development, Adult Basic Education

Cityview 3, Level 4
Social Capital Skills: THE Missing Piece for Student Success
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!
Presented by: Laura Weisel
Audience: Career Pathways, Adult Basic Education

Dallas Ballroom D2, Level 1
So You Think You Can Argue
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.
Presented by: W. Christine Rauscher
Audience: Adult Basic Education

Majestic 5, Level 37
Static to Dynamic Math Instruction for ABE/ASE
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.
Presented by: Michael Matos
Audience: Adult Basic Education, Technology/Digital Literacy
SESSION 7 DESCRIPTIONS
Tuesday ★ 3:45pm – 5:00 pm

Houston Ballroom B, Level 3
Supporting Adult English Second Language Learners to Successfully Develop BICS Through Technology
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.

Presented by: Boris Morew and Krista Northcut
Audience: Adult Basic Education, ESL/ELL

San Antonio Ballroom B, Level 3
Universal Design for Learning and the Math CCRS
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.

Presented by: Amanda Duffy
Audience: Adult Basic Education, ESL/ELL

Majestic 1, Level 37
Technology Tips for Working with Low-Level Adult ESL Classes
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.

Presented by: Emily Box
Audience: ESL/ELL, Technology/Digital Literacy

Dallas Ballroom A2, Level 1
W.I.L.D. Science: Teaching Strategies for GED® and NextGenScience
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.

Presented by: Richmond Onokpite, Daquanna Harrison, Meghan Snyder, and Celita Pope
Audience: Adult Basic Education
SESSION 7 DESCRIPTIONS
Tuesday ★ 3:45pm – 5:00 pm

Majestic 6, Level 37
What If My Students Aren’t HSE Ready Yet?
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.
Presented by: Mott Middleton and Deanna Crosson
Audience: Adult Basic Education, Technology/ Digital Literacy

Dallas Ballroom A1, Level 1
What Is new for TABE and TASC in 2016!
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 two years of states using TASC for high school equivalency testing.
Presented by: Mike Johnson
Audience: Adult Basic Education

Trinity 4, Level 3
WIOA—An Investment in the American Worker
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.
Presented by: Lee Anderson, Irene Ramos, Laura Barerra, and Lenny Santiago
Audience: Administrators
Attend the following sessions
(Please check your program book for location of sessions)

- **Reboot Your Digital Strategy**, Monday, April 11, 2:00–3:15
  Presenter: Steve Quann

- **Supporting the Persistence of English Language Learners**, Monday, April 11, 2:00–3:15
  Presenter: Andy Nash

- **Creating Effective Learning Environments**, Monday, April 11, 3:45–5:00
  Presenter: Gail Cope

- **Using the Adult Education Teacher Competencies to Strengthen the Field**, Monday, April 11, 3:45–5:00
  Presenters: Sally Waldron and Andy Nash

- **Critical Thinking and Numeracy in Social Media**, Tuesday, April 12, 9:15-10:30
  Presenters: Aaron Kohring and Duren Thompson

- **LINCS Health Literacy Resources & More**, Tuesday, April 12, 9:15-10:30
  Presenter: Cynthia Zafft

- **Evidence Based Principles and Practices for Writing Instruction**, Tuesday, April 12, 10:45–12:00
  Presenter: Dianna Baycich

- **Tutor Ready: New LINCS Resources for Teaching Adults to Read**, Tuesday, April 12, 10:45–12:00
  Presenter: Kathy St. John

- **Connecting the Adult Education Field: On-Demand Professional Development**, Tuesday, April 12, 1:45–3:00
  Presenters: Kaye Beall and Tim Ponder

- **Using Mentoring to Strengthen the Field**, Tuesday, April 12, 1:45–3:00
  Presenters: Andy Nash and Sally Waldron

- **Research-based Adult Reading Instruction Study Circle**, Wednesday, April 13, 10:45–12:00
  Presenter: Kaye Beall

- **Integrating Problem Solving, Digital Literacy and Access into Instruction**, Wednesday, April 13, 1:45–3:00
  Presenters: Steve Quann and Tim Ponder

Visit the LINCS Website: [http://lincs.ed.gov](http://lincs.ed.gov)
8:00am – 10:00am  Registration
8:00am – 2:00pm  Exhibit Area Open
8:00am – 9:00am  General Session, featuring Juan Martinez
Dallas Ballroom C&D, Level 1
*Sponsored by Cengage & National Geographic*
9:00am – 9:30am  Snack Break
*Sponsored by Cambridge Educational Services*
9:30am – 10:45am  Session 8
11:00am – 12:15pm  Session 9
12:15pm – 1:15pm  Lunch on Your Own
1:15pm – 1:45pm  General Session Closing Event
Dallas Ballroom C&D, Level 1
2:00pm – 3:15pm  Session 10
Stand Out Third Edition
Evidence-Based Learning for College and Career Readiness
Stand Out is a six-level, standards-based ESL series for adult education, with a proven track record of successful results. The new edition of Stand Out, continues to provide students with the foundations and tools needed to achieve success in life, college, and career.

For more information, contact:
JANET ROZNOS
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Adult and Academic ESL Titles | Oklahoma, North and West Texas
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Email brendan.black@cengage.com

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NATIONAL GEOGRAPHIC LEARNING  CENGAGE Learning
NGL.Cengage.com/STANDOUT  800-354-9706
General Session Closing Event

1:15pm – 1:45pm ★ Dallas Ballroom C&D, Level 1

Join us for an action packed closing session! The winners of the COABE 2016 Board elections will be announced, along with a special look forward by our Executive Director. Plus you’ll be able to hear closing remarks from our 2016 TALAE team and hear first hand from the 2017 ACE of Florida conference planning team about what to expect in sunny Orlando, Florida for the next COABE conference in April 2017!

Get a sneak peek of the 2017 Conference at our Closing Event!

Commission on Adult Basic Education

Save the Date!
April 2–5, 2017

DISNEY’S CORONADO SPRINGS RESORT, ORLANDO, FLORIDA
## SESSION 8 AT A GLANCE

**Wednesday ★ 9:30am – 10:45am**

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SESSION 8 DESCRIPTIONS
Wednesday ★ 9:30am – 10:45am

Cityview 7, Level 4
“Hard Fun” and Deeper Learning:
Building Engagement Through Meaningful Tasks
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.

Presented by: Heide Wrigley and Rebecca Davis
Audience: Adult Basic Education, ESL/ELL

Trinity 1, Level 3
Adult Literacy Through Libraries:
Building a National Movement
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.

Presented by: Alicia Suskin and Kristin Lahurd
Audience: Administrators, Other

Dallas Ballroom A3, Level 1
All About Accommodations
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.

Presented by: Debbie Bergholdt
Audience: Learning Difficulties/Disabilities, Adult Basic Education

Dallas Ballroom D2, Level 1
Assess BETTER, Not BIGGER:
Formative and Summative Assessment Strategies
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.

Presented by: Jody Angelone
Audience: Adult Basic Education, Instructional Practices

Dallas Ballroom D1, Level 1
Better Results and Bigger Learning
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.

Presented by: Jason Guard and Sean McGlade
Audience: Adult Basic Education
SESSION 8 DESCRIPTIONS
Wednesday ★ 9:30am – 10:45am

San Antonio Ballroom B, Level 3
Back to the Beginning... Full Speed Ahead—Propelling Beginning Readers Forward
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.

Presented by: Kelley Provence
Audience: Adult Basic Education, ESL

Remington Room, Level 4
Bridging the Information Gap with Literature
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 students connect the dots between the literature and obtaining a high school equivalency certificate in this interactive discussion and book talk.

Presented by: Kathy Olesen-Tracey
Audience: Adult Basic Education, Family Literacy

Majestic 3, Level 37
Bigger and Better Student Outcomes Through Professional Development
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.

Presented by: William Schaffer and Michele Pappalardo
Audience: Professional Development, Administrators

Majestic 2, Level 37
Building an Online Professional Development Community
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 related to 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.

Presented by: Michael McConnell, Jessica Reynolds, and Amber Sarker
Audience: Professional Development, Developmental Education
SESSION 8 DESCRIPTIONS
Wednesday ★ 9:30am – 10:45am

Majestic 6, Level 37

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

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!

**Presented by:** Terrie Lipke and Ann Beeson

**Audience:** Adult Basic Education

State Room 2, Level 3

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

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.

**Presented by:** Tonya Creamer

**Audience:** ESL/ELL, Adult Basic Education

Dallas Ballroom D3, Level 1

**Factors Affecting Retention of Adult Education Teachers in Kentucky**

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.

**Presented by:** Kay Combs and Jim Berger

**Audience:** Adult Basic Education, Adult Basic Advocacy and Policy Makers

Cityview 6, Level 4

**GeorgiaBEST**

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.

**Presented by:** Jessica Nguyen, Connie Smith, and Rebecca Godleski

**Audience:** Adult Basic Education, Career Pathways
**How to Develop a Really Good Lesson**

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.

**Presented by:** Steve Qunell  
**Audience:** Adult Basic Education, Professional Development for Teachers

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

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.

**Presented by:** Craig Schambow and Iryna Faulk  
**Audience:** Adult Basic Education, Developmental Education

**Infusing Technology into the ABE/ASE Classroom**

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.)

**Presented by:** Dawn Hughes  
**Audience:** Technology/Digital Literacy

**Instructional Strategies for Close Reading**

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.

**Presented by:** Bonnie Goonen and Debi Faucette  
**Audience:** Adult Basic Education

**New Models for Personalizing a Path to Academic Readiness**

New technologies can offer targeted study paths to personalize and accelerate math review. Hear about experiences implementing EdReady.org, a new tool from the nonprofit 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.

**Presented by:** Angie Smajstria and Penny Pearson  
**Audience:** Adult Basic Education, Developmental Education/Technology

**Paired with a Historian: Lessons Learned**

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.

**Presented by:** Patricia Westergaard and Mary Kuecker  
**Audience:** Development Education, Learning Difficulties
SESSION 8 DESCRIPTIONS
Wednesday ★ 9:30am – 10:45am

Houston Ballroom C, Level 3
Preparing Adult Learners for Success on HiSET® and TASC
HiSET® and TASC, 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.
Presented by: Tim Collins
Audience: Adult Basic Education, High School Equivalency

Cityview 2, Level 4
Professional Development for Impact: Reimagining Professional Development Delivery for Developmental and Adult Instructors
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.
Presented by: Tamara Clunis and Rachel J uarez-Torres
Audience: Development Education, Adult Basic Education

San Antonio Ballroom A, Level 3
Questioning Strategies That Increase Higher Order Thinking
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.
Presented by: Rene Coronado
Audience: Adult Basic Education, ESL

Houston Ballroom B, Level 3
Social Studies and Science for the High School Equivalency Assessments: Make it Fun, Make it Cheap!
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.
Presented by: Susan Gibson and Christa Brumfield
Audience: Adult Basic Education, GED®, TASC, and HiSET® instructors
Trinity 2, Level 3
Student Services: Parallel Necessities for Transition Success
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.
Presented by: Peggy Raun-Linde, Felisa Vilaubi, and Jan Piazza
Audience: Adult Basic Education, Administrators

Trinity 4, Level 3
Supporting Technology-Enhanced Instruction and Distance Learning
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.
Presented by: Tina Newby
Audience: Administrators, Adult Basic Education

State Room 3, Level 3
TEAL Writing Strategies
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.
Presented by: Cordelia Butler
Audience: Adult Basic Education, ESL

Dallas Ballroom A1, Level 1
Teaching with Socially Relevant (and CCR-Aligned!) Content
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.
Presented by: Cynthia Peters
Audience: Adult Basic Education, Transitions

Majestic 4, Level 37
The Blended Classroom in Rural Communities: How to Pull Together Resources on a Small Budget
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 us 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.
Presented by: Janet Slayden and Rudy Rhoades
Audience: Technology/Digital Literacy, Adult Basic Education
**SESSION 8 DESCRIPTIONS**  
*Wednesday ★ 9:30am – 10:45am*

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**State Room 1, Level 3**

**The Role of ESOL Programs in Immigrant Integration**

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.

**Presented by:** Silja Kallenbach  
**Audience:** ESL/ELL, Any adult education practitioners

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**Majestic 5, Level 37**

**Transitioning to Computer-Based Assessments as a Statewide Initiative**

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 wide-scale computer-based testing rollouts. This session will cover the successes and pitfalls that states had while working with local programs to expand computer-based testing.

**Presented by:** Mike Johnson  
**Audience:** Adult Basic Education, Technology/Digital Literacy

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**Dallas Ballroom, Level 1**

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

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.

**Presented by:** Dalia Bravo and Rob Jenkins  
**Audience:** ESL/ELL

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**Houston Ballroom A, Level 3**

**Tutor Ready: New LINCS Resources for Teaching Adults to Read**

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.

**Presented by:** Kathy St. John  
**Audience:** Literacy and Communication System (LINCS), Adult Basic Education

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**Cityview 8, Level 4**

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

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.

**Presented by:** Jamie Hargett and JoAnn Tisdale  
**Audience:** Adult Basic Education, Career Pathways
# Session 9 at a Glance

**Wednesday • 11:00am – 12:15pm**

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

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.

Presented by: Laureen Atkins and Robert Paponetti
Audience: Public Policy/Advocacy, Administrators

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

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 free and Massive Open Online Courses (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.

Presented by: Jennifer Maddrell and Amanda Duffy
Audience: Adult Basic Education, Professional Development

Building Bigger and Better Career Counseling Programs in Adult Education

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.

Presented by: Kimberly Harris and Shana McCarron
Audience: Transitions, Administrators

CASAS Assessments: What's New?

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.

Presented by: Linda Taylor and Jane Eguez
Audience: Adult Basic Education, ESL/ELL
Trinity 3, Level 3
CLEAR (Creating Lasting Expectations to Achieve Results) Instructor Evaluation: Key to Teacher Success
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.
Presented by: Lily Beth Brazones and Patrick Brown
Audience: Administrators, Instructors

Majestic 2, Level 37
College Prep Academy: A Day in the Life
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.
Presented by: Angela Johnson, Michelle Paul, Marsha HoSang, and Brigett Bentley
Audience: Transitions, Developmental Education

Cityview 6, Level 4
Dark Matter: Career Pathways, Competency Models, and How Critical Thinking Holds it All Together
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.
Presented by: Katherine Fergus and Traci Lepicki
Audience: Professional Development, Career Pathways

Dallas Ballroom D2, Level 1
Deconstructing the Skills and Knowledge Needed to Become a United States Citizen
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.
Presented by: Michael R. Jones, Ph.D.
Audience: Adult Basic Education, Immigrant Integration
SESSION 9 DESCRIPTIONS
Wednesday ★ 11:00am – 12:15pm

Majestic 1, Level 37
Developing Digital Literacy for the 21st Century
What is digital literacy and how can we incorporate it 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.
Presented by: Susan Gaer
Audience: Technology/Digital Literacy, Adult Basic Education

Dallas Ballroom A1, Level 1
Developing College And Career/Workplace Readiness in Adult English Second Language Learners in The Age Of Technology
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.
Presented by: Boris Morew and Krista Northcut
Audience: Adult Basic Education, ESL/ELL

Cityview 1, Level 4
Do Graphic Organizers Really Increase Student Achievement?
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.
Presented by: Kathy Olesen-Tracey
Audience: Adult Basic Education, Corrections

State Room 1, Level 3
Foundational Transition Skills: Encouraging Effective Learning Skills from the Start
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.
Presented by: Sarah Lynn
Audience: ESL/ELL

Dallas Ballroom D1, Level 1
Looking for Conceptual Understanding in Science Topics Using Writing-to-Learn Activities
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.
Presented by: Lizelena Iglesias
Audience: Adult Basic Education
Trinity 4, Level 3

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

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 skill-building 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.

*Presented by: Marcie Foster and Jason Turner*

*Audience: Administrators, States, Policy-Focused Personnel*

Dallas Ballroom D3, Level 1

**High-Level Learning for Your Low-literacy Learners**

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.

*Presented by: Jennifer Wigginton*

*Audience: Adult Basic Education, Literacy*

Houston Ballroom C, Level 3

**Immigration Policy in the Classroom: When Civic Integration Gets Real**

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!

*Presented by: Amanda Bergson-Shilcock*

*Audience: Immigrant Integration, ESL/ELL*

Dallas Ballroom D1, Level 1

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

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.

*Presented by: Lizelena Iglesias*

*Audience: Adult Basic Education*

Majestic 4, Level 37

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

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!

*Presented by: Irene Ramos*

*Audience: Adult Basic Education, Transitions/Career Pathways*
Trinity 1, Level 3
Navigating Systems: A Transitions Workshop
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.
Presented by: Allie Bezat Riley
Audience: Transitions, Adult Basic Education

San Antonio Ballroom B, Level 3
NEDP: A Quality Alternative to the All-Or-Nothing Exam
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.
Presented by: Margaret Kirkpatrick and Joan Polster
Audience: Administrators

Remington Room, Level 4
No Money, No Home, No Job: Help Former Inmates Recover Financially
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.
Presented by: Mary J. Schultz
Audience: Adult Basic Education, Family Literacy

Cityview 3, Level 4
PIAAC’s Implications for Policy and Practice
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.
Presented by: Katie Landeros
Audience: Public Policy/Advocacy

Houston Ballroom B, Level 3
Proficiency-Based Teaching, Learning, and Assessment Approach to College and Career Readiness Using Understanding by Design®
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 making connections to adult education. It will be a how-to guide 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.
Presented by: Donna Chambers, Nancy Labonte, and Kathy Curran
Audience: Adult Basic Education, Administrators
Cityview 7, Level 4
**Standards, Standards, Standards... Implications for the IET Classroom**
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.
**Presented by:** Marcela Movit and Cherise Moore
**Audience:** Adult Basic Education, Career Pathways

Houston Ballroom A, Level 3
**Research-Based Adult Reading Instruction Study Circle (LINCS)**
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.
**Presented by:** Kaye Beall
**Audience:** Literacy and Communication System (LINCS), Adult Basic Education

Majestic 5, Level 37
**Teaching ABE and ASE Social Studies with a Multiplicity of Disciplines**
Participants learn to create, deliver, and vary classroom practices in teaching social studies tied to a multiplicity of disciplines including history, geography, math, science, and technology. Participants and their students are rewarded with challenging and motivating lessons that will prepare students for life-skills, ABE, and ASE skill challenges. Participants are provided with ideas and examples in lesson planning for the ABE and ASE interactive social studies classroom. Hands-on games, maps, hard copies and computer-based interactions create a rewarding balance for instruction. Participants will discover resources with free materials and websites that can be used for constructing lessons and activities. Participants complete examples of best practices, play games, and share feedback throughout the workshop.
**Presented by:** Kaye Beall
**Audience:** Adult Basic Education, Technology/ Digital Literacy

State Room 2, Level 3
**Teaching Adult ESL in the Digital Age: Effective Integration**
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.
**Presented by:** Cristin Reeder, Kevin Sakaguchi, and Elise Gorman
**Audience:** ESL/ELL, Technology/ Digital Literacy

Dallas Ballroom A2, Level 1
**Teaching and Supporting ELLs in ABE Classes**
Many Adult Basic Education (ABE) classes include students who are non-native English speakers. These English Language Learners (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.
**Presented by:** Laurie Martin
**Audience:** Adult Basic Education
SESSION 9 DESCRIPTIONS
Wednesday ★ 11:00am – 12:15pm

State Room 3, Level 3
Text Dependent Questions: A Bigger and Better Expert in the Room
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.
Presented by: Jayme Adelson-Goldstein and Lori Howard
Audience: ESL/ELL, Reading

San Antonio Ballroom A, Level 3
USA Learns—New, Improved, and Free!
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.
Presented by: Melinda Holt
Audience: ESL/ELL, Adult Basic Education

Dallas Ballroom A3, Level 1
Visual Challenges Getting in the Way of Academic and Career Success
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.
Presented by: Meryl Becker-Prezocki and Laura Weisel
Audience: Learning Difficulties/Disabilities, Administrators
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## SESSION 10 AT A GLANCE

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SESSION 10 DESCRIPTIONS
Wednesday ★ 2:00pm – 3:15pm

**Trinity 4, Level 3**
“A Big and Excellent Opportunity”: Adult Learner Motivations and Leadership
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.

*Presented by: Margaret Patterson*
*Audience: Administrators, Adult Learners and Leadership*

**Trinity 3, Level 3**
Accountability in Action: Proper Data Collection and Case Management with SMRT Predictive Data Modeling
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. 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.

*Presented by: Lee Anderson, Nick Anderson, and Sampath Sreetharan*
*Audience: Administrators*

**Dallas Ballroom A1, Level 1**
After the Deadlines: How Adult Educators Can Shape WIOA Implementation on the Ground
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 campaign 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!

*Panelists: Robert Paponetti (invited), Aida Jimenez-Uselton (invited), Rebecca Wagner, and Becky Raymond (invited)*
*Moderated by: Amanda Bergson-Shilcock*
*Audience: Administrators, Adult Educators*

**Cityview 7, Level 4**
Apprenticeship Programs—From Concept to Implementation in Five Steps!
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!

*Presented by: Kenneth Mall*
*Audience: Career Pathways*
SESSION 10 DESCRIPTIONS
Wednesday ★ 2:00pm – 3:15pm

Dallas Ballroom D3, Level 1
**Beyond the ATM Model: Promoting Successful College Transition Programs**
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.

**Presented by:** Lewis Payton and Eric Johnson
**Audience:** Adult Basic Education, Pre-College Programs

Cityview 8, Level 4
**Charting the Course—Building Meaningful Career Pathways for Adult Learners**
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.

**Presented by:** Jeffrey Goumas and Leslie Adkins
**Audience:** Career Pathways, Adult Basic Education

Remington Room, Level 4
**Co-enrollment Pathways: Fast Lane to Success or a Trainwreck**
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.

**Presented by:** Kathy Petz, Travis Combs, Hector Martinez, and Chris Stanyer
**Audience:** Transitions, Career Pathways

Dallas Ballroom A2, Level 1
**Building Reading Fluency for Intermediate Adult Basic Education (ABE) Students**
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).

**Presented by:** Laura Sherwood
**Audience:** Adult Basic Education
Majestic 2, Level 37

**Diving Deep with Constructed Response Rubrics**
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.

**Presented by:** Kimberly Harris  
**Audience:** Professional Development, Adult Basic Education

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State Room 1, Level 3

**Four BIG Tools for Engaging Students in BETTER Reading Skills**
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.

**Presented by:** Sarah Lynn and Susan Gaer  
**Audience:** ESL/ELL, Postsecondary Education

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San Antonio Ballroom A, Level 3

**Giving Your Students a Bigger and Better Academic Vocabulary**
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.

**Presented by:** Laurie Martin  
**Audience:** Adult Basic Education, ESL/ELL

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Majestic 1, Level 37

**Integrating Problem Solving, Digital Literacy, and Access into Instruction**
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.

**Presented by:** Steve Quann, Tim Ponder, and Karisa Tashjian  
**Audience:** Literacy and Communication System (LINCS), Technology/Digital Literacy

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San Antonio Ballroom B, Level 3

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

**Presented by:** Heidi Hyte  
**Audience:** Learning Difficulties/Disabilities, ESL/ELL
**SESSION 10 DESCRIPTIONS**

**Wednesday ★ 2:00pm – 3:15pm**

**Trinity 1, Level 3**

**Help Adults Find Money for College**
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.

**Presented by:** Mary J. Schultz  
**Audience:** Adult Basic Education, Family Literacy

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**State Room 2, Level 3**

**Making the Most of Community Volunteers in the ESL Classroom**
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.

**Presented by:** Liz Harling and Sarah Papert  
**Audience:** ESL/ELL

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**Cityview 3, Level 4**

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

**Presented by:** Michelle Carson  
**Audience:** Adult Basic Education, Family Literacy

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**Cityview 6, Level 4**

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

**Presented by:** Michael Matos  
**Audience:** Adult Basic Education, ESL/ELL
SESSION 10 DESCRIPTIONS
Wednesday ★ 2:00pm – 3:15pm

State Room 3, Level 3
New Materials on Rigor, Digital Literacy, and Career Pathways from LINCS ESL Pro
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.
Presented by: Marian Thacher, Jodi Crandall, Heide Wrigley, and Jayme Adelson-Goldstein
Audience: ESL/ELL, Career Pathways

Cityview 2, Level 4
Re-engaging the Under Engaged ABLE Adult Learner: A Community College Perspective
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.
Presented by: Lana Benton and Salome Harris
Audience: Adult Basic Education, Development Education

Dallas Ballroom A3, Level 1
Presenting Algebraic Systems to Non-Algebra Students
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.
Presented by: Jay Snyder
Audience: Adult Basic Education

Majestic 3, Level 37
STAR: A Brighter Look at Hybrid Training to Boost Reading Outcomes
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!
Presented by: Laura Lanier and Mary Beth Curtis
Audience: Professional Development
SESSION 10 DESCRIPTIONS
Wednesday ★ 2:00pm – 3:15pm

Dallas Ballroom D1, Level 1

TASC Transition Project
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.

Presented by: Diosdado Gica
Audience: Adult Basic Education, Professional Development

Majestic 4, Level 37

Your Voice Matters! The Future of OER in Adult Education
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.

Presented by: Amanda Duffy, Delphinia Brown, and OCTAE Leadership
Audience: Professional Development, Teachers

Houston Ballroom C, Level 3

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

Presented by: Lee Shainis and Marcie Smith
Audience: Immigrant Integration, ESL and Family Literacy
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  Session 3  Monday April 11th 3:45pm- 5:00pm

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