ADMINISTRATORS

Primary Presenter: Dave Barnes, Adult and Community Educators (ACE) of Florida
Co-Presenter(s): Melanie Stefanowicz, Jeffrey Arnott
Administrators, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Galerie 4
ACE of Florida Adult Education Champions: Creating the Infrastructure to Systemic State-Wide Advocacy and Promotion
Have you ever wanted to take a more active role in advocating for and promoting your adult education programs and your students? If so, this is the session for you! Adult and Community Educators of Florida (ACE of Florida), in partnership with COABE, is developing a multi-year grass-roots advocacy network initiative called the ACE of Florida Adult Education Champions. This “hands-on” session will show you the do’s and don’ts of advocacy and how Florida is leveraging the resources of COABE’s Educate and Elevate advocacy system, as well as organizing professionals and students across the state to maximize Florida’s adult education advocacy potential and establish the foundation of an advocacy network for the future. In this electronically-interactive session, participants will hear how to begin to establish an advocacy network, avoid the “growing pains” Florida has encountered, and learn to more fully utilize the resources of COABE’s Educate and Elevate advocacy system.

Primary Presenter: Sharon Bonney, COABE
Administrators, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 9
A Leader Is One Who Knows the Way, Goes the Way, and Shows the Way
Join us for an exciting preconference that will give you the skills you need to successfully lead your state association! Topics will include

Primary Presenter: Connor Chauveaux, South Louisiana Community College
Administrators, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Studio 4
Minor Shenanigans: Administration's Role with the Youth Population
The minor population in adult education at South Louisiana Community College comes with their own special set of challenges. SLCC's Workready U administration is continuously working to improve their student experience along with implementing policies that reduce common issues both in and out of the classroom.
Primary Presenter: LINDA CIANFERRA, Novi Community School District  
Co-Presenter(s): Justine Geiger
Administrators, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 4
**Family Speak: Through Student Voices Change the Trajectory of Policy Conversations**
Learn how an advocacy event known as "Family Speak" put on by the Michigan Association of Community and Adult Education (MACAE) helps empower students to speak directly to individuals who impact adult education policy and practice. This powerful, emotional event gives policy makers a chance to hear directly from their constituents about the difficulty in locating local programming, highlights adult education programs that are working, and explains what services can help them succeed.

Primary Presenter: Jason Dedwylder, Jones County Junior College  
Co-Presenter(s): Jennifer Griffith, Rod Tolbert
Administrators, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 2
**You Don’t Know What You Don’t Know: The Missing Link Between Non-Credit and Credit**
Now, more than ever, being work- and life-ready is imperative to a person’s success. Learn how listening to business and industry, students, trainers, and faculty led to an innovative approach to engaging ALL learners at Jones College. Whether taking adult education classes, workforce, academic, or career and technical education courses, students at Jones College are being challenged to experience a paradigm shift when it comes to learning and success.
Primary Presenter: Leticia Gonzalez, Austin Community College  
Co-Presenter(s): Karen Cook  
Administrators, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Studio 1  
**TABE 11/12 Unmasked: Online and on Paper!**  
Join us to learn how Austin Community College coordinates TABE testing at its ten campuses spread throughout the Central Texas area. In 2018, our Adult Education Division tested over 2500 students to enroll in various AE programs. We will discuss how we work with program supervisors and college assessment centers to make testing more accessible to our students. We will share the challenges we faced with the longer TABE 11/12 format, training administrators, scanning, new online administrative features, and user options. We will also demonstrate how we organize testing with the use of Google drive and the TABE on-demand extract to contribute to our database for reporting purposes. This session will conclude with a short Q & A.

Primary Presenter: Daphne Greenberg, Georgia State University  
Co-Presenter(s): Annaliza Thomas, Judy Alamprese, Nick Bender  
Administrators, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 3  
**Enhancing Adult Basic Education Practices Through Practitioner and Researcher Partnerships**  
Do you have a pressing issue that you wish researchers would investigate? Do you wish researchers would publicize their findings in language that everyone can understand? If so, you may be interested in learning about federally funded partnerships between practitioners and researchers. This session will provide examples of practitioners and researchers working together to address key issues in adult basic education and literacy. Practitioners and researchers often have similar questions about adult basic education services, yet they often do not have an opportunity to collaborate as equal partners in exploring these questions. Panelists in this session will explain how practitioners and researchers can work together to address relevant issues in our field. Audience members will have a chance to share their experiences working in collaborations and discuss ways to address challenges, frustrations, and obstacles that often occur during collaborative endeavors.
Primary Presenter: Peggy Kaiser, Correctional Education Association
Co-Presenter(s): Susan Lockwood
Administrators, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 4
Accreditation for your Correctional Education Program
This session will provide an overview of Accreditation from the Correctional Education Association, including the process, the advantages of having an accredited program, and updates for the key areas of administration, personnel, students, and program. Guidance from this workshop will benefit staff and organizations considering accreditation or preparing for an audit of adult, juvenile and jail correctional education programs.

Primary Presenter: Drake Melson, Workforce Essentials
Co-Presenter(s): Megan Godbey
Administrators, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 4
Cultivating Collaboration: How Collective Impact Can Unmask the Potential of Your Local Adult Education Community
A single agency simply cannot solve a complex social problem alone, but by encouraging multiple agencies from different sectors to examine their own agendas and working together to move towards common goals, shared measurement, and an intentional alignment of efforts, the likelihood of affecting positive social change increases dramatically. As we explore the creation and growth of a living collective impact initiative that is working towards solving adult literacy issues in Nashville, Tennessee, we will consider the idea that perhaps collective impact can be the rule rather than the exception when working to set students up for their best next steps in life.
2019 COABE Conference Accepted Proposals by Strand

Please remember to use Ctrl + F for the search feature

Primary Presenter: Amber Miller, Austin Community College
Co-Presenter(s): Kathy Dowdy, Susan Gusler
Administrators, Session 1, Monday, April 1st 8:00am-9:00am, Studio 4

In the Distance Future: Austin Community College’s Commitment to Comprehensive DL Integration

For the past several years, the largest campus at Austin Community College has been utilizing distance learning. ACC Adult Ed took that data fact as a challenge and transformed distance learning across all divisions, seeing our DL numbers skyrocket in the process. We will demonstrate how we use different products in our program, how we market distance learning options to students, and how we employ an instructor hands-off approach to increase buy-in from instructors who would normally be hesitant to integrate distance learning in their classes. The session will conclude with our projections for the future and a short Q&A/sharing session.

Primary Presenter: Darcey Mitschelen, Elkhart Community Schools Community Education
Administrators, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 4

"Unmasking" Community Resources in a Time of Funding Struggles

Have you ever wondered how other programs do all the things they do, in a time when funding for adult education seems to be getting tighter and tighter? Do you have a vision for your program, but see no way of making it happen? Do you have programming needs that are going unmet? Chances are, you answered “yes” to one or more of these questions…and probably have many more that need answering. This session will offer a range of proven ideas, creative solutions, and best practices in program development and "unmasking" community resources.

Primary Presenter: Cherise Moore, American Institutes for Research
Co-Presenter(s): Melissa Burkhardt-Shields, Regina Suitt, Tim Shenk
Administrators, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 2

Working Together Successfully: Three Adult Education Programs and Their WIOA Title I Partnerships

Collaboration and partnerships with our WIOA Title I colleagues can bring about great opportunities for our students' success. Please join this panel session of program administrators from Arizona, Colorado, and Pennsylvania for an opportunity to learn about their adult education programs and how they are working together successfully with their WIOA Title I partners to deliver amazing services to students to help them reach their goals. Participants will have the opportunity to ask questions of the panel that speak specifically to their needs.
Primary Presenter: Andy Nash, World Education Administrators, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Studio 4

Implementing Induction: Strengthening Teacher Practice
Mentoring is a well-researched, effective strategy for developing the capacity and confidence of teachers. This session will introduce resources from the Adult Education Teacher Induction Toolkit, particularly the Mentoring and Instructional Leader Guides, and explore ways programs might implement the tools. These resources help instructional leaders provide guidance and support; experienced teachers perform effectively as mentors; and beginning teachers plan, practice, and reflect on evidence-based instruction.

Primary Presenter: Eric Nesheim, Minnesota Literacy Council
Co-Presenter(s): Tom Cytron-Hysom
Administrators, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Studio 4

Where Public, Private, and Non-Profits Intersect…Adult Education Can Thrive
Can your program continue to thrive in this age of less consistent revenue? Come and join us for a lively presentation/conversation about the new world order of funding for adult basic education programming and services. Advocating for more federal and state resources can be successful and must continue with vigor, but these efforts can only partially answer our growing challenge. Roughly 20% of the Minnesota Literacy Council’s $5,000,000 budget comes from earned revenue and fee for service activities. We will present new models for growing and sustaining programming through next generation funding models involving unlikely partners. Our field tends to be tied to fairly traditional government funding streams. This works well when the flow is consistent, but what happens when it begins to dry up? What happens when subtle, inflationary cost increases aren’t matched by the funding flow? What new models are forming to help answer these questions? Join us and share your ideas.
Primary Presenter: Kathy Olesen-Tracey, Center for the Application of Information Technologies
Administrators, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 4

From Entry to Alumni: Building Student Support Services for Distance-Learning Students
Integrating technology is necessary in our current programs and we spend a great deal of time discussing how to deliver interactive learning experiences in the distance learning classroom. But how do we implement support services for online learners that are similar to those offered in the traditional classroom? And how do these practices help the student move from enrollment to alumni? Join this interactive discussion and walk away with ideas that can be implemented easily and effectively.

Primary Presenter: Margaret Patterson, Research Allies for Lifelong Learning
Administrators, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Salon C

Solutions to Nonparticipation in Adult Education: Unmasking New Learner Potential
What keeps 90% of adults without HS diplomas from pursuing adult education? A new five-state research project, CAPE, asked adults who could participate, but don’t, about their reasons for not participating in adult education. They also recommended actionable solutions to get them involved. The surprising solutions nonparticipating adults recommend will help educators recruit and retain them in adult education. In addition to findings on nonparticipant deterrents and solutions, this interactive session also shares nonparticipants’ motivations around adult education and suggests ways adult educators can provide educational support to adults who experience effects of prior trauma.

Primary Presenter: Kathleen Porter, Poway Unified School District
Co-Presenter(s): Pam Garramone, Stacey Campo
Administrators, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 10

“Unmask” Your Data Using a Data Dialogue Protocol to Target Instruction and Improve Student Outcomes
Finding it a challenge to engage staff in meaningful discussions about data? Learn how one agency has implemented a data dialogue protocol to engage (even some of the least likely) staff members in the collaborative use of data to target instruction and improve student achievement. Learn about the process used and identify simple steps you can take to replicate this implementation at your agency for dramatic results.
Primary Presenter: Susan Roberts, SCR Consulting, LLC
Administrators, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 4

Instructional Coaching to Win: Giving Your Best for Your Teachers
As leaders, program administrators have many responsibilities, among them instructional leadership. A touchy subject for many, instructional leadership can help or hurt programmatic relationships, teacher retention, and student success. Based on the book *Coaching to Win*, learn strategies to help and encourage your teachers as they work toward unmasking their potential as leaders in their classrooms.

Primary Presenter: Denine Torr, Dollar General
Administrators, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 4

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.

Primary Presenter: Laura Weisel, The TLP Group
Co-Presenter(s): Patricia Tyler
Administrators, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 5

Innovations in Adult Education—Imagine the Possibilities!
Adult education's workforce is lagging in the knowledge and skills to consistently bring students to the top of their game! New research along with new WIOA policies were a call for action and innovation! This session will look at the strong and substantive innovative initiatives across the U.S. that have wisdom, processes, and impressive outcomes to be shared and possibly replicated. States will be asked to share their innovations targeting: creating educational approaches to accelerate adult learning; innovative ways to restructure service delivery; shifting professional learning; viable alternatives to classroom integration of academics and career pathways; college and career readiness standards; collaborative learning; new ways to engage students and build them as successful learners; using evidence-based research to shift instructional modalities; addressing and managing social/emotional challenges; and researching the programmatic shifts that impact student measurable outcomes in adult education.
Primary Presenter: Beverly Wilson, AZ Department of Education
Administrators, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 4
**Overview of AZ Adult Education Teacher Standards**
Arizona adult educators have created Adult Education Teacher Standards for teachers of English Language Arts, Mathematics, and English Language Acquisition. Explore these quality teacher standards and how they are being used at the state and local program levels to determine professional learning goals and state leadership initiatives.

**ADULT BASIC EDUCATION**

Primary Presenter: Bayo Adetunji, MD, Labor, Licensing and Regulation
Co-Presenter(s): Perketer Tucker
Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Studio 10
**Hallmarks of a Culturally Competent Adult Classroom:**
**Teaching and Learning for Success**
Cultural competency is fast gaining currency in the field of adult education. The National Education Association describes cultural competency as a key factor in building the capacity of educators to effectively teach learners from different cultures. The adult learner population is becoming increasingly diverse, with a proportionately large number of English language learners and individuals from different cultures. Culturally competent adult education classrooms will be instrumental in providing high quality instruction in a learning environment that is engaging and empowering for all learners. This presentation focuses on the implication of cultural competency for effective instruction. The essential elements and strategies that need to be in place to promote and achieve cultural competency in the classroom will be discussed.

Primary Presenter: Adora Beard, GED Testing Service
Adult Basic Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Regent
**New Look – Same Reasoning Through Language Arts Test**
The results are in, and the Reasoning through Language Arts Test has changed to meet the needs of today’s GED® test-takers. From scroll bars to larger text spaces, the extended response item has a new look, but still assesses the essential skill of evidence-based writing. In this session, you will have an opportunity to explore new strategies to help students build their skills and earn more points on the RLA test.
Primary Presenter: Alex Beene, Tennessee Adult Education
Adult Basic Education, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Salon C

The Write Stuff: Teaching Adults a Better Way to Write an Essay
For adult students, composing an essay can be one of the most intimidating aspects of testing towards his or her diploma. Not only do learners have to navigate through an array of grammatical rules, but they also have to know how to form a good argument that clearly presents their ideas. This session will help navigate instructors through different methods to help their students master the art of making an essay the right way.

Primary Presenter: Lana Benton, Cuyahoga Community College Aspire
Co-Presenter(s): Mary Ellen DeSantis, Lashonda Everett-Hardy, Audra Jones
Adult Basic Education, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Salon B

Aspire Goes Viral—SmartTV Classes
Unmask the potential of virtual learning! Cuyahoga Community College (Tri-C), Cleveland Ohio, Aspire Program is committed to offering access, for academic improvement, to all adult learners. We offer access via classroom instruction, 24/7 online learning platforms, and now...SmartTV. In the summer of 2018, Aspire began using the Tri-C SmartTV television station to give students and citizens of the community an opportunity to "participate 'live in a classroom' through cable television or the internet or watch online replays on-demand at their convenience," –Tri-C SmartTV. Join Mary Ellen DeSantis, Lashonda Everett, and Audra Jones as they share their experience with creating and teaching Aspire virtual classes.
Primary Presenter: Kimberly Brown, DC Central Kitchen
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Rhythms 3
Poverty-Informed Curriculum and Program Design for Criminal Justice-Involved Youth
The Workforce Innovation and Opportunity Act (WIOA) prioritizes programming for criminal justice-involved youth and emphasizes education offered concurrently with, and in the same context as, workforce preparation activities. WIOA requirements are important, but staff training, as well as curriculum and programmatic design for criminal justice-involved youth must be informed by the negative impacts of incarceration and generational poverty, while also honoring and capitalizing on the resiliency and strengths that the youth possess. This interactive session highlights the work DC Central Kitchen, a nationally recognized, "community kitchen," that uses food as a tool to fight hunger and poverty, is doing to train criminal justice-involved youth with specific focus on curriculum and programmatic design aimed at disrupting generational poverty. Participants will leave the session with a better understanding of the impacts of incarceration and generational poverty, as well as tools to develop their own poverty-informed curricula and program designs.

Primary Presenter: Cynthia Campbell, Gold Apple Services, LLC
Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Napoleon
Helping Your Adult Learners Beat Test Stress
Many adult learners struggle with test stress, and their true abilities do not get reflected in their test scores. To help our adult learners reach their goals, we must address test stress directly and strategically with them. We will explore various methods to help our learners BEAT test stress.

Primary Presenter: Ronald Cruz, Independent Consultant
Adult Basic Education, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 10
Mathematics Through the Lens of CCRS
The College and Career Readiness Standards call for a transformation in the way educators teach mathematics. Learn about the key shifts in the standards, the Standards of Mathematical Practice, and their implications to your classroom instruction. Join other adult educators and engage in a more visual, hands-on approach to teaching that revolves around problem solving and the application of mathematics. The session will cover the most challenging to teach mathematics domains: fractions, number system, algebraic reasoning, geometry, expressions and equations, proportional reasoning, and statistics and functions. Discuss and apply a variety of research-based instructional strategies and technology resources aligned to CCRS.
Primary Presenter: Ronald Cruz, GED Testing Service

Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Napoleon

Algebra Functions and Inequalities—Addressing Challenges in the GED® Classroom

Do your students zip right through basic equations, but struggle with inequalities? Do they think functions are something that they will never use or even need to know? Join us as we explore strategies and activities to help students come to grips with inequalities and functions. You’ll learn how to connect these concepts to real-life situations, so students can see that they use these two concepts every day and don’t even know it. Hint! If you’ve ever received a speeding ticket, you encountered both an inequality and a function.

Primary Presenter: Kristen Davolio, Boston Public Schools

Co-Presenter(s): Karla DeLeon, Barbara Garner

Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Salon C

College and Career Ready Adults Through Competency-Based Education: A 21st Century Alternative to High School

In partnership with Jewish Vocational Services (JVS), the Boston Public Schools (BPS) offers a competency-based education program that can result in a high school diploma to about 150 adult students yearly. The Adult Diploma Pathway (ADP) requires students to complete performance-based tasks tied to the CCSS and upload them to an online portfolio platform. Through this process, students are able demonstrate proficiency on CCSS and necessary 21st century skills such as collaboration, perseverance, independence, culturally proficient communication, and digital literacy. In this session, program directors from BPS and JVS will provide a brief overview of competency-based education and then describe in detail what the program looks like from the perspective of students, teachers, and assessors. Participants will experiment with the online platform, logging in both as student and assessor, to gain a full understanding of the process and the program’s alignment to the CCSS.
Primary Presenter: Misty Dawson, Ritchie County Adult Ed  
Co-Presenter(s): Lori Kuffner  
Adult Basic Education, Session 12 & 13, Wednesday, April 3rd 1:15pm-3:30pm, Studio 10  
SEAL: Strategies for Engaging Adult Learners  
This three-hour session, based on Training from the Back of the Room by Sharon Bowman, features the hands-on application of the “Four Cs” of a lesson plan: Connections, Concepts, Concrete Practice, and Conclusions. The presenter will use the strategies to teach the strategies, so be ready to get up and out of your seat!

Primary Presenter: Trent Dawson, South Louisiana Community College  
Co-Presenter(s): Geoff Reed  
Adult Basic Education, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Salon C  
Improve Educational Outcomes with a Hybrid Model of Teaching—Blending Online Learning with Traditional Classroom Instruction  
Adult basic education instructors, Geoff Reed and Trent Dawson, will present and demonstrate their hybrid approach to teaching which is currently in place at South Louisiana Community College. The presenters will discuss the pros and cons of a blended learning environment, features and benefits of two leading HiSet® and TABE geared educational software, challenges adult education programs may encounter if converting to a hybrid-model, and strategies to overcome known cost barriers.
Primary Presenter: Denise Deagan, Borough of Manhattan Community College  
Co-Presenter(s): Charles Brover, Solange Farina  
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Salon A  
Feeling Negative About Positive Outcomes: What Counts as Success for WIOA Title II?  
Remember when adult education used to be about literacy, numeracy, and English language learning? Following the largely failed and punitive “work first” imperative of welfare reform, WIOA has radically shifted our field towards training for narrowly defined vocational goals. In the name of accountability, federal funders have narrowed the scope of positive outcomes for Title II programs and imposed unrealistic timeframes to evaluate programs and educational success. Carving out a successful college and career pathway takes time. Research shows that low-skilled jobs generally are not a viable pathway out of poverty. Employers say over and over that they are looking for workers with general abilities and soft skills; they want to hire creative problem solvers and strong communicators. Literacy is job readiness. Join us to explore the history, latest research, and corporate ideology that inform the enterprise that is increasingly turning our field into a dead-end jobs program.

Primary Presenter: Jennifer Eick-Magan, Prairie State College  
Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Salon C  
Teaching Multilingual Students in Adult Basic and Secondary Classrooms  
Adult education students seeking preparation for high school equivalency exams are known to be diverse in age, race/ethnicity, socioeconomic background, and prior educational experience, and experienced adult education instructors know how to capitalize on the contributions that this diversity brings to the classroom environment. Students’ linguistic diversity, however, may be overlooked, since multilingual students in ABE, ASE, and IET classes are often simply considered “transitioned from ESL.” This session addresses linguistic, pragmatic, and sociocultural considerations for inclusive teaching of multilingual students in ABE/ASE/IET classes and provides practical approaches for fostering students’ ongoing language acquisition.
Primary Presenter: Ann Evers, GED TESTING SERVICE  
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Regent  
The GED® Test After 5 Years: Outcomes, Ongoing Research, and What’s on the Horizon?  
This session will examine the GED® test that has now been in operation for 5 years. We’ll discuss some of the recent format modifications, improvements on the horizon, and what we’ve learned to date. In addition, the presenters will provide updated information on student outcomes, for example GED® grad persistence in college programs moving from 29% pre 2014 to over 90% post 2014.

Primary Presenter: Jeff Fantine, Fantine Academic & Career Training Services  
Co-Presenter(s): Sara Gutting, Denise Justice  
Adult Basic Education, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Studio 4  
Come Have a SIP! Standards-In-Practice: Teaching with the College and Career Readiness Standards  
Has teaching with standards gotten you down? Well come have a SIP and cure those standards-implementation blues! Standards-In-Practice (SIP) is a teacher-focused workshop that emphasizes effective lesson planning and teaching with the College and Career Readiness Standards. Participants of this highly-interactive workshop will learn how to develop dynamic standards-based lessons and teach to the standards in an active teaching-learning environment. So, grab one of your favorite lessons and come SIP with us for a fun-filled day of creating lessons and teaching practice that will drive college and career success.

Primary Presenter: Debi Faucette, GED TESTING SERVICE  
Adult Basic Education, Session 2, Monday, April 1st 11:15am-12:15pm, Regent  
You, Your Students, and the GED® Score Reports—Success Begins Here!  
If you have been thinking that the only thing score reports do is provide students with their test scores, we are about to change your mind. In this double session, we will dig deeper into how to score the extended response and the information on the score reports so you can target and personalize instruction across all four content areas. We will help you focus on those essential skills for success on the GED® test. Join us and explore strategies and resources that you can use to help students hone their skills and increase their test scores.
Primary Presenter: Elizabeth Favrot, Louisiana Association for Public, Community, and Adult Education
Adult Basic Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Rhythms 2
LAPCAE General Meeting (LAPCAE Members Only)
Come join your fellow LAPCAE members for our yearly general meeting—there is no August conference for 2019, so please attend this session to find out all the things LAPCAE is doing, changing, and creating!

Primary Presenter: Mariann Fedele-McLeod, American Institutes for Research
Co-Presenter(s): Amy Dalsimer, Angela Holt
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 1
The Nevada Accelerated Career Education Pilot: Developing and Implementing IET
Nevada Adult Education has implemented new IET policies and launched an innovative program approach to preparing adult learners for in-demand careers. In partnership with higher education and local workforce organizations, the Nevada Accelerated Career Education for Adults (NV-ACE) Initiative is piloting integrated education and training programs for adult basic skills students seeking careers in hospitality, welding, machine tool technology, HVAC, and construction management. This interactive session provides an overview of Nevada’s new state policies, the pilot program initiative, and the related state-wide professional development assistance being delivered to Nevada’s program leaders and instructors to ensure success. Western Nevada College, one of the pilot program sites, will provide a detailed look at their industrial trades IET program model, implementation strategies, and lessons learned.

Primary Presenter: Carol Ford, Collins High School
Co-Presenter(s): David Waldherr
Adult Basic Education, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Regent
Maintaining the Cutting Edge of Workforce, College, and Career Programming
COABE must keep up with the current and strong demand for training. Consumers are becoming more and more confident, propelling greater numbers into two- and four-year colleges and preparing for a successful career. COABE members must offer cutting edge federal, college, and career programming to meet economic pressures in order to prepare for workforce entrance. This creates an opportunity to use the latest curriculum, instruction and assessment best practices.
Primary Presenter: Amber Fornaciari, Central Illinois Adult Education Service Center  
Co-Presenter(s): Dawn Hughes  
Adult Basic Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Salon C  
**Demystifying Standards for Mathematical Practice**  
Do you ever feel overwhelmed implementing all eight of the Standards for Math Practice? Of the eight Math Practices, four of them seem to mystify instructors. In this session we will work together to not only define the math practices but dig a little deeper into what I call “The Elusive Four.” Join us not only to learn about what the Math Practices are, but how to identify them in instruction, in students’ work, and how to integrate them into course plans.

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Primary Presenter: Andrea Gazaway, YMCA New Orleans  
Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Balcony I  
**Enjoy Your Visit and Get a Little Help to Find the Way - "The Adult Education Digital Literacy Concierge"**  
Learn about the planning steps for choosing and grooming a "concierge." We will also discuss the importance of networking to gather resources, finding the best venue, and publicizing the services in order to achieve great results in helping students and potential students. Tips will be given for reaching a wide range of individuals from homeless and non-literate to well-educated and professional.

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Primary Presenter: Dan Griffith, Essential Education  
Adult Basic Education, Session 10, Wednesday, April 3rd 8:00am-9:00am, Salon A  
**Structuring Feedback for Student Success**  
Whether you have a formal process for giving students feedback or not, those interactions where you are guiding and providing constructive criticism are very important. Feedback, properly given and accepted, is the fastest way to help someone learn. Your expert eye can pick up on things students do that hinder their success but if it is not communicated correctly, the student may not benefit from your insights. This session will provide information on how to structure and communicate feedback with students so that it supercharges their path to learning and succeeding. You will gain the tools to help guide conversations with students and to make the most of your opportunity to coach and lead them to improved performance.
Primary Presenter: Dan Griffith, Essential Education  
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Salon A  
The Better Mousetrap  
Essential Education has created a learning platform with programs that address key needs in adult education. Come see how technology can impact student learning with high engagement programs, integrated print materials, and outstanding diagnostic reporting. This session will address ABE, HSE, and Workforce learning programs. All participants will receive a demo seat and print samplers in order to try out the new learning programs. These are not the recycled K-12 materials of the past, but programs and materials written specifically for the adult learner. Come and see the newest advances in adult learning materials and how they can unmask student potential!

Primary Presenter: Dan Griffith, Essential Education  
Adult Basic Education, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Salon A  
Laughing for Learning: The Power of Humor in Education  
The science behind laughter as a part of learning is fascinating! We simply need laughter as human beings and that applies in our classrooms as well as our family rooms. In adult education classrooms, humor relieves stress, breaks down cultural barriers, and provides hope and joy. At the same time, we must be careful where we draw the line to avoid misunderstandings, hurt feelings, or humor that borders on inappropriate. This session will look at the research behind humor in the classroom, how to intentionally plan for humor in your lessons, and the guidelines in adult education classrooms. Hopefully you will also get a good laugh or two!

Primary Presenter: Ann Harris, Teknimedia Corporation  
Adult Basic Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Salon A  
Video Lessons & Distance Learning Made Easy with LearnMax!  
Would you like to record lessons that your students can view “on demand” from any device, or conduct “live” classes with students in remote locations? This session will introduce you to LearnMax, a new web-based tool that allows you to easily do both! With LearnMax, you can present various types of content to your students including webcam videos, YouTube videos, web pages, applications (e.g., Microsoft Office), and anything written or drawn on a whiteboard. LearnMax is cloud-based and does not require installation or plugins. It can be accessed directly through the LearnMax LMS, Google Classroom, or from other learning management systems that support the LTI standard such as Canvas, Blackboard, and Moodle. Please join us for a live demo of this exciting new product!
Primary Presenter: Daquanna Harrison, Elevation Educational Consulting Group
Adult Basic Education, Session 12 & 13, Wednesday, April 3rd 1:15pm-3:30pm, Studio 8
Creating Community, Accountability, and Empowerment: Integrating Emotional Intelligence into Your Teaching Practices

Community, accountability, and empowerment have been found to be key components of critical thinking and retention. To achieve these consistently in your program and classes, high levels of emotional intelligence (EI) need to be integrated throughout. NO, you do not need to have an emotional intelligence class for your learners, we know you are swamped with classes! In this presentation you will receive tangible methods of integrating EI into teaching practices. You will have the chance to review lessons and case studies that illustrate how to implement EI practices. Finally, we will discuss how you can support colleagues in using these practices. This presentation is great for teachers, professional development trainers, and program administrators who support in-class teachers and volunteers.

Primary Presenter: Natausha Horton, Amazon
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Bayside C
Career Exploration at Amazon

Deciding on a career path while working full-time can seem daunting and unachievable, but it doesn’t have to be that way! Join representatives from Amazon as they discuss the three career paths available to entry-level associates working at Amazon operations facilities: 1) internal promotion into operations management; 2) lateral transfer into another position within Amazon; and 3) upskill via internal programming. We have a career path for every adult learner!

Primary Presenter: Natausha Horton, Amazon
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Balcony J
Amazon’s Career Choice Program

Amazon believes that everyone should have the opportunity to learn new skills and build their career—whether that means staying at Amazon or moving to another company. During this session, you’ll learn about Amazon’s unique Career Choice Program, which pre-pays up to 95% tuition for an associate degree, and how it can benefit your adult learners.
Primary Presenter: Natausha Horton, Amazon  
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Bayside B  
Launching My Career at Amazon  
Come to this session to hear firsthand from an Amazonian who started off in an entry-level operations position and created a unique career path within the company. This session is just one example of the many success stories within Amazon that happen every day.

Primary Presenter: Mellissa Hultstrand, GED TESTING SERVICE  
Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Regent  
Unique Solutions for a Unique Environment  
Testing in corrections has its own unique challenges from test preparation to test delivery. The unique learning environment calls for unique solutions that can be found in GED® Testing Service tools and resources that can be modified for teacher and test administrator use. This session will review successful classroom modifications, tools and resources for educators, and test delivery considerations for the unique situations that arise for test administrators.

Primary Presenter: Mike Johnson, Data Recognition Corp  
Co-Presenter(s): Deedra Arvin  
Adult Basic Education, Session 5, Tuesday, April 2nd 8:00am-9:00am, Salon C  
Digging into the TABE 11/12 Standards and Diagnostics  
This session will review the alignment of the TABE 11/12 test to the new College and Career Readiness Standards as well as review the diagnostic data available from TABE reports. In this session we will compare the NRS descriptors to sample TABE questions at each level to understand the expectations and rigor of each TABE level. Finally, we will review the TABE diagnostic reports to align performance and instructional plans.
Getting Teachers and Students Ready for the Reality of the TABE 11/12

The new TABE 11/12 adds an extra layer of difficulty for adult education test-takers and programs. The format of the test requires the test-taker to be adept with additional test-taking formats. This difficulty with test format may not allow TABE to do its job: measure grade equivalency and NRS Level. In preparing students to be well-equipped for this transition, we will explore the general structure of the TABE 11/12, test question types, and test-specific vocabulary. Test anxiety and relaxation techniques will be addressed in this workshop.

Participants and presenters will explore together to determine solutions to the new timing structure of the TABE Locator and forms 11/12. Computer-based testing will be explored as an option, as will the challenges programs face in preparing students for computer-based testing. Participants should be willing to learn about ways they can incorporate methods and technology to prepare students for NRS gain, as measured by the TABE 11/12.

The Adult Learner Mindset

Dr. Carol S. Dweck has pioneered some of the most influential research on the concept of growth mindset—the influence of the way in which students are praised and interacted with that can either greatly increase/decrease persistence. As a person's outlook can change, their concept of what is possible can change, too. Our question now becomes: How do we use this methodology and concept to better serve adult learners? Attend this session to become more familiar with growth/fixed mindsets and how students' perceptions of their mistakes and accomplishments affect their willingness to persist.
Primary Presenter: Vinod Lobo, Learning Upgrade LLC  
Co-Presenter(s): Drew Robinson  
Adult Basic Education, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 2  
**How the COABE XPRIZE Code Unlocks Winning Apps for Your Learners!**  
Give your learners free access to the winning XPRIZE smartphone apps using the COABE Communities Competition code! Find out how to enroll your ESL, ABE, and GED®/HiSET® learners and integrate app learning into your classroom!

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Primary Presenter: Vinod Lobo, Learning Upgrade LLC  
Co-Presenter(s): Drew Robinson  
Adult Basic Education, Session 5, Tuesday, April 2nd 8:00am-9:00am, Salon A  
**Using an ESL App to Drive CASAS & TABE Growth**  
Find out how ESL instructors across the U.S. are blending the new Learning Upgrade app into their classes to achieve gains in reading, writing, and math. See how learners “binge learn” at home using their own smartphones and how instructors track progress and motivate learners.

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Primary Presenter: Randy Mack, Fairfield County Adult Education  
Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Salon B  
**What Instructors and Their Students Need to Know: RLA’s Extended Response**  
The Reasoning Through Language Arts Test is more than just a collection of words. It reflects an attempt to increase the rigor of the GED® test to meet the demands of a 21st Century economy. The Reasoning Through Language Arts Test not only requires students to read closely, write clearly, edit, and understand standard English in context, but it also requires students to be able to analyze and evaluate evidence and provide support of that evidence. Therefore, it is imperative that students are made aware of the knowledge they need to possess. In this session, participants will become well versed in what they need to know as instructors to prepare their students for success on the RLA extended response portion of the GED® exam.
Primary Presenter: Jennifer Maddrell, Designers for Learning  
Co-Presenter(s): Jeff Goumas  
Adult Basic Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Salon B  
Learning for All—Practical Considerations for Inclusivity, Accessibility, and Equity through Universal Design  
Often, accessibility is viewed as an afterthought. Once learning materials are developed, reactive review processes are established to find where the materials are “broken” and in need of fixing. We then waste time and money remediating the materials to make them minimally viable to accommodate learners who might not be able to fully access or utilize the materials due to a disability. In this session, we argue for a mindset shift to the creation of learning materials. Rather than a reactive mindset geared to “fixing” problems, we forward a proactive universal design approach focused on maximizing the use of materials by all learners. Participants will consider how they can make their instruction usable for more people by (a) examining the impact of context and technology realities, (b) adhering to compliance regulations, and (c) setting learning goals and strategies that allow the learner multiple means of accessing information and demonstrating knowledge.

Primary Presenter: Laurie Martin, Adult Learning Resource Center  
Adult Basic Education, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Salon A  
Teaching and Supporting ELLs in ABE, ASE, Bridge and IET Classes  
Many adult basic education (ABE), adult secondary education (ASE), bridge, and IET (Integrated Education and Training) 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 such classes. This session will explore the needs of ELLs and many ways instructors can teach and support them.
Primary Presenter: Michael Matos, Albany Park Community Center  
Adult Basic Education, Half-Day Preconference, Sunday,  
March 31st 12:30pm-3:30pm, Salon C  
**Static to Dynamic Math Instruction: The Science of Math for ABE/ASE**  
This workshop will introduce motivating activities that will prepare students for HS equivalency math questions, real world situations, and career contextualized 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/ASE math interactive classroom will be shared. Well-planned, multi-sensory activities develop skills needed for classroom and career math needs. Games, computer-based interactions (apps, websites), science experiments, geography studies, and lots of interactions with formulas will all be shared throughout the workshop. Activities show that math skills are useful for much of everyday life, including balancing checkbooks, working with budgets, and looking at loan information. 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.

Primary Presenter: Michael Matos, Albany Park Community Center  
Adult Basic Education, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Salon B  
**Math in Context: Math for the Workplace**  
How do adult educators contextualize math instruction to prepare students for success in the workplace? Participants explore problems where students will have to decode words to select the appropriate math tools, as well as contextualized word problems with extra or erroneous information. Activity ideas presented are highly probable “on-the-job” situations. Some explicit math will be exemplified, but in most cases the skills practiced and used must interpret English in terms of math and choosing the correct math tools to solve the problem. Since sequencing is important, there will be more chained steps. Participants will understand that workplace math is “critical thinking,” as applied to math. This workshop will underlie that the inability to recode real-world situations into math can be a major employment obstacle. A number of ideas will be posed to help instructors teach students to see the world in terms of math, or they will be unemployable.
Primary Presenter: Ginger McBride, Shawnee Community College  
Co-Presenter(s): Melissa Piper  
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Salon C  
**The Three A's of A-School—An Alternative Path to Success**  
This presentation focuses on the Shawnee Community College Alternative High School, a 20+ year partnership with local high schools to serve at-risk youth in a setting that emphasizes Attendance, Academics, and Attitude. The presenters will share program guidelines, expectations, and performance.

Primary Presenter: Susan McKee, Pace Learning Systems  
Co-Presenter(s): Clint Massey  
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Salon A  
**Tools for Targeting TABE 11/12**  
Pace has designed learning systems that ensure TABE success for over 40 years through multiple generations of the TABE assessments. Join this workshop to explore instructional and assessment strategies that promote efficient TABE score gains. This session is designed for basic education service providers using TABE 11/12 results for placement, tracking and reporting, or individualized instruction and those looking for effective resources for improving TABE scores. Attendees will receive free sample lessons from the Pace curriculum, aligned to TABE 11/12 objectives in reading, language, and math. Attendees will learn about: differences between 9/10 and 11/12 objectives by test level; the Individual Diagnostic Profile; effective instructional material for teaching with TABE and tailoring instruction to ensure mastery of TABE objectives; “mini measures,” an assessment strategy for validating skills mastery and predicting TABE progress; and effective communication of test results and involving students in the remediation process.
Primary Presenter: Adrienne Ochs, Oregon Adult Basic Skills  
Co-Presenter(s): Helen Dunford  
Adult Basic Education, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Regent  
87% GED® Test Pass Rate: How Does Oregon Do It?  
Oregon consistently ranks as one of the states with the highest GED® test pass rates. This is not an accident. GED® test educators throughout the state use specific student-centered classroom strategies. Corrections education in Oregon is uniquely supported. GED® test preparation programs are relied upon to assess GED® test readiness. This interactive workshop will highlight what we are doing in Oregon and demonstrate how it can be replicated in other jurisdictions.

Primary Presenter: Sarita Parikh, GED TESTING SERVICE  
Adult Basic Education, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Regent  
Improving GED® Student Persistence  
This session will discuss how GED® Testing Service is using behavioral tools to create a student-centered experience and help more adult learners persist and earn a GED® credential. We will share the student journey research we have conducted and how what we found can be applied to adult education classrooms to help your students persist, graduate, and identify a career pathway.

Primary Presenter: Susan Pittman, GED Testing Service  
Adult Basic Education, Session 10, Wednesday, April 3rd 8:00am-9:00am, Regent  
Interpreting Visual Images in Science and Social Studies  
Our world is filled with visual images. In fact, we often skip the text and go straight to the graphics for the information we need. Students encounter these same types of graphics and visuals, not just on the GED® test, but in real-life situations at home and at work. Do your students know how much information can be gained from those visual images? Do they know how to interpret those images? Join us as we explore strategies and activities you can use to help students enhance their graphic literacy skills in science and social studies. A picture is worth a thousand words, if you know how to “read” that picture.
Primary Presenter: Susan Pittman, GED Testing Service
Adult Basic Education, Session 5, Tuesday, April 2nd 8:00am-9:00am, Regent
Reading, Reasoning, and the GED® Test
Are your students proficient and effective readers Can they analyze and evaluate what they read, or do they struggle with basic comprehension? Do your students struggle with drawing conclusions or making inferences? In this session, we will explore reading and reasoning strategies that can help your students better understand what they are reading, essential skills for the GED® test, and real-life situations at work and home.

Primary Presenter: Ann Marie Przybyl, ACCES/WEST RAEN
Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Salon A
Teaching Writing to Adult English Language Learners—Exploring the CAELA Training Guide
CAELA has developed a free 5-hour workshop designed to increase skills in teaching process writing to ESL students based on promising practices. In this workshop, we will review the curriculum, practice some of the participant activities, and discuss how both teachers and trainers might use the Guide.

Primary Presenter: Sylvia Ramirez, Cambridge University Press
Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Salon B
Increasing Reading and Writing Skills with Ventures at All Levels
With all the changes in adult education today, there is more and more need to not just teach individual skills, but to connect them together. Find out different strategies to connect reading and writing using examples at all language levels and share ideas with other participants on how to incorporate these strategies in your classroom. This 3-step approach helps students build skills and strategies to help meet the challenges in the workplace and the classroom. Discover how the readings serve as a model for writing, whether your student is at a beginner or an advanced level.
Primary Presenter: Bronwyn Robertson, Mississippi Community College Board
Co-Presenter(s): Charlie Smart
Adult Basic Education, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Regent
Movin’ On Up: Strategies to Engage and Transition Adult Education Students in Light of WIOA
Adult education has never been more important than it is now. At this crucial stage of U.S. workforce development, when companies cannot find enough skilled workers, opportunities abound for our learners if they are willing to develop their skills. Simply put, our job is to help our students succeed—not just in our classrooms, but in life. The encouragement and guidance we provide now will make all the difference in the lives of our students and their families. This session discusses strategies for doing just that: helping our students make the WIOA-mandated transition from the role of an adult-education student to that of a qualified, successful professional.

Primary Presenter: Thomas Ross, GED TESTING SERVICE
Adult Basic Education, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Regent
GED® Math—Getting Back to Basics
Are your students struggling with some of the basic concepts in math? Do they lack consistency in applying basic math skills to real-life problems During this session, instructors will explore strategies and activities to help students gain fluency and consistency in quantitative reasoning.

Primary Presenter: Leah Katherine Saal, Loyola University Maryland
Co-Presenter(s): Natasha Heggies, Brandy Carter, Katherine Oppenheim
Adult Basic Education, Session 4, Monday, April 1st 4:00pm-5:00pm, Salon B
Identifying Potential: Creating College and Career Readiness Standards Aligned Curriculum-Based Measures (CBMs)
This session will review the theoretical framework/rational and procedures utilized in creating a set of leveled Career Readiness Standards (CCRS) aligned Curriculum-Based Measures (CBMs). These CBMs are used as screeners for initial program placement based on formal (unaligned) assessment, to drive curriculum alignment across all levels of instruction for ELA and math, and finally to document student growth within the curriculum over a term. In this interactive presentation, the participants will learn the procedures for developing their own CBMs for ELA and math aligned to the CCRS and their own curriculum.
Primary Presenter: Dawn Saint, Northeast AL Comm College
Adult Basic Education, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Salon B
Simple Strategies to Support CCRS in Adult Education
Learn about painless, low-prep ideas for building vocabulary and academic language, problem solving, categorizing, referencing evidence, using graphic organizers, scaffolding writing and re-telling, and increasing rigor. These ideas will be applied to all levels of ESL and participants will receive tools they can take home and use in their classes.

Primary Presenter: Scott Salesses, GED TESTING SERVICE
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Regent
GED® Educational Innovation: Tools, Tips and Resources
Are you new to adult education? Do you have questions about the GED® test and how you can better prepare your students? Do you know where to find resources for your classroom? If you have worked in adult education less than 18 months, this workshop will boost your understanding of the components of the GED® Program and provide the inside scoop on the content area tests. This session will also highlight key instructional areas that are challenging for students and how you can focus instruction in your classroom.

Primary Presenter: Laura Sherwood, Adult Learning Resource Center
Adult Basic Education, Session 10, Wednesday, April 3rd 8:00am-9:00am, Salon B
Developing Skills for Close Reading: Getting the Gist, Examining the Details
Successful close reading is only possible when students are able to get the gist of what they read and then examine the details to support the author’s point. But how are these skills taught? Many students can learn how to do this through direct and explicit instruction with many opportunities to practice these basic reading strategies. This workshop will demonstrate how to help students determine the gist of a passage and go deeper by looking at details to evaluate the quality of the text. Learning these strategies will prepare students to comprehend more complex text needed to meet the College and Career Readiness Standards and perform well on TABE 11/12 and HSE exams.
Primary Presenter: Jamil Steele, Illinois Community College Board  
Co-Presenter(s): Ben McDaniel  
Adult Basic Education, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Salon A  
Using DATA to Positively Impact Classroom Instruction  
Is your curriculum and instruction meeting your student needs? What quantitative evidence do you have to measure or illustrate your successes? Join Jamil Steele, Senior Director of Adult Education and Ben McDaniel, Director of Data and Accountability of Illinois Adult Education, for a demonstration of how instructors and administrators can take a deep dive into their program data to improve outcomes.

Primary Presenter: Greg Stultz, New Readers Press  
Adult Basic Education, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Salon B  
Journey to Success: Building Basic Skills in Reading and Writing  
Journey to Success uses highly effective methodology based on the essential components of reading to build reading, writing, vocabulary, comprehension, and fluency skills in both academic and workplace contexts. Correlated to TABE 11/12 and College and Career Readiness Standards, four themed-units across all levels include: Life Skills and Work, Social Studies, Science, and Literature. This exciting new series from New Readers Press provides a firm foundation for students whose goals include high school equivalency or career advancement. Join this session to experience the benefits of this new series.

Primary Presenter: Alicia Suskin, ProLiteracy  
Adult Basic Education, Session 2, Monday, April 1st 11:15am-12:15pm, Salon A  
Leamos™ (Let’s Read): Why Gaining Spanish Literacy is the First Step to Learning English  
Leamos™ (Let’s Read) is a simple and easy-to-use pre-ESL online literacy course that teaches non-literate Spanish-speaking adults to read and write. Come join ProLiteracy and learn how Leamos has been used successfully by thousands of individuals, adult education programs, and libraries to teach non-literate Spanish-speaking adults to read and write in Spanish. Participants will learn the structure and methodology behind Leamos, how programs are using it across the United States, as well as strategies and outreach tips for administering it within a variety of local programs.
Primary Presenter: Linda Taylor, CASAS
Adult Basic Education, Session 1, Monday, April 1st 8:00am-9:00am, Salon A

New CASAS GOALS Test Series Overview
This session presents information about the new CASAS GOALS test series. Participants review test blueprints and test reporting categories, including alignment to the College and Career Readiness (CCR) Standards for Adult Education. Additional test content specifications are explained related to CASAS Competencies and CASAS Content Standards, as well as CASAS reading task areas, academic vocabulary, and Webb’s Depth of Knowledge. The presenter will show sample test items at different ability levels that illustrate important features of the new test series.

Primary Presenter: CT Turner, GED Testing Service
Co-Presenter(s): Brian Smith
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Regent

Tools, Tips, and Products to Improve Student Pass Rates
New tools from GED® Testing Service are helping teachers identify exactly where their students need more focus to be successful on the GED® Test. New products for students and teachers will be introduced to help students practice and supplement classroom instruction. Examples of these tools will be shared, with plenty of time for questions.

Primary Presenter: Jim Utterback,
Co-Presenter(s): DEBORAH NASH-UTTERBACK
Adult Basic Education, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Salon A

Tell Me a Story About Voting with Your Feet: Student Engagement and Motivation
Story telling is meant to capture the senses, mind, and heart. Used effectively, story telling can be used to draw in your students and connect them with the content. Voting with your feet gets student thinking about class content while physically moving about the classroom. In this participatory breakout session, learn how to tell a story, vote with your feet, and other engaging strategies that use visual, audio, kinesthetic, and emotional anchors, that will engage and motivate your students to the fullest.
Primary Presenter: Johan Uvin, Institute for Educational Leadership  
Co-Presenter(s): Sabrina Sheikh  
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Salon B  
**Minds that Move Us: Adult Career Pathways Design Challenge**  
Too many adults in the United States do not have the foundational skills necessary to further their education, pursue training opportunities, and improve their skill development. As a result, they are unable to obtain and/or further pursue meaningful and financially viable careers. Come learn about an exciting initiative called Minds that Move Us, which challenges communities to design innovative education and training models that create social equity and economic mobility for all. Driven by the market demands of business and industry as well as the needs of students, these challenges engage the bright minds of public/private partners to examine the education and training gaps within their communities and then create models that can be scaled and replicated within various industries.

Primary Presenter: Laura Weisel, The TLP Group  
Adult Basic Education, Session 2, Monday, April 1st 11:15am-12:15pm, Salon B  
**Align & Redesign: An Introduction to Successfully Innovating and Transforming Adult Education**  
Align & Redesign is an innovative, systemic initiative that transforms adult education, workforce development, and career outcomes. Join this session to learn about Align & Redesign’s framework for success, intensive professional learning, the structures and features that innovated in adult education classrooms and services, new engaging classroom methodologies, the StartSMART Course’s new front end, and how SMARTER is training students to learn anything & anywhere. View the enviable increases in contact hours and measurable gains over 4 years and hear from administrators, instructors, and students about their experiences in leading NEW in adult education.
Primary Presenter: Laura Weisel, The TLP Group
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Salon B
Participatory Learning! New Methodologies to Engage Students in Building Academic, Developing Social Skills, Creating a Learning Community
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 social/emotional skills to the mix. Teaching these new skills does not come naturally to many good teachers. Join this session to have a taste of these exciting new methodologies that create thriving, enriching learning experiences while creating a learning community.

Primary Presenter: Heather Wetzler, Cue Career
Co-Presenter(s): Nick Hare
Adult Basic Education, Session 3, Monday, April 1st 1:30pm-2:30pm, Salon C
Bridging the Last Mile Between Education and Employment—Industry Associations, the Untapped Resource
Careers are rapidly changing; new careers are being created while many traditional careers are being eliminated. How do educators and students keep up with an ever-evolving career landscape? This session will address the often overlooked piece in the education to employment landscape, the industry associations. Industry associations, being made up of employees and employers, have the benefit of seeing around the corner and knowing where the industry is headed. Associations see the changes long before government or educators and can provide current and relevant career information. Associations provide access to industry-specific training resources, networking, apprenticeships, scholarships, internships, and credentials. These resources go underutilized because most students and educators don’t know they exist or how to access these powerful resources. Lastly, we will discuss how students who lack social capital can tap into the existing network of industry associations.
Primary Presenter: Randy Whitfield, Adult Education and Training
Co-Presenter(s): Mary Ann Corley
Adult Basic Education, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Salon C

Project-Based Learning: The Key to Effective Integrated Education and Training Programs

Since the inception of the Workforce Innovation and Opportunity Act (WIOA), local programs have been struggling with how to effectively merge occupational training into adult education programs. While developing curricula for each occupational area involved is important, it is not always feasible. The solution? Incorporate project-based learning (PBL) into adult education classes. PBL is a style of active, inquiry-based learning in which students learn about a subject by investigating and responding to a complex question or challenge. For example, students working towards certification in construction may be asked to study the number of affordable housing units in a city and determine how many more will be needed based on population growth. Students may be assigned projects or choose their own. This will be an interactive session with participants sharing learning projects they design or have used in their classes. Presenters will distribute a list of project-based learning resources and activities.

Primary Presenter: Randy Whitfield, Adult Education and Training
Co-Presenter(s): Laura Walters, Kristen Corbell
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Salon C

Bull City YouthBuild: Incorporating Writing into an IET Program by Publishing Books!

Bull City YouthBuild is a program in Durham, North Carolina, funded by the U.S. Department of Labor. The program, operated by Triangle Literacy Council, is located in one of the worst high-crime, low-income areas of the state and serves 16 to 24-year-olds, many of whom are high school dropouts and have gang involvement. During the project, youth learn to increase basic skills as well as earn credentials in construction. Through a partnership with North Carolina State University, students learn effective writing strategies and complete writing activities that are combined into a book. Students’ personal stories depicting their life struggles as well as hope given to them by the program are heart-wrenching and inspiring. Two books, “Blue Prints: Rebuilding Lives and Redesigning Futures” and “Bull City YouthBuild Strong and Unbroken,” have already been published. Presenters will share these books and strategies for incorporating this type of writing project into adult education classes.
Primary Presenter: Sarah Wilkins, KET  
Co-Presenter(s): Patricia Erwin  
Adult Basic Education, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Napoleon  
**Will I Ever Use This in Real Life?**  
Thanks to KET, you may finally be able to answer this age-old learner question! Join us for an informative session featuring workplace-contextualized content that will help your learners demystify the connection between the classroom and their futures. We’ll explore the free career-related resources available in PBS LearningMedia and introduce you to Workplace Essential Skills, KET’s newest workplace resource in-the-making. See how math and language arts take on new relevancy when presented in a real-world workplace context.

Primary Presenter: Jay Wright, CASAS  
Adult Basic Education, Session 2, Monday, April 1st 11:15am-12:15pm, Salon C  
**Using Assessment Results to Inform Instruction**  
Use online and printed resources, including several reports in TOPSpro Enterprise (TE) and resources from CASAS that offer teachers and other staff access to performance reports that guide and support classroom instruction to improve student performance. This session covers how to use these materials to inform instruction and document student progress.

**CAREER AND TECHNICAL EDUCATION**

Primary Presenter: Jeff Hendricks, Landmark - ALTA  
Career and Technical Education, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Rhythms 3  
**Student Driven Project and Problem-Based Career Portfolio**  
In the ever changing work force of our ever changing world, students need the skills and tools to continually refine and learn new approaches to face and solve the world's challenges. Participants will learn the power and format of the Student Driven Project and Problem-Based Career Portfolio.
Access and Equity: You Can’t Do High-Quality Career and Technical Education (CTE) Without Them

“High-quality career and technical education” has become a national catchphrase. But what is high-quality CTE? How do you know it when you see it? How do you ensure your students have access to it? The Association for Career and Technical Education (ACTE) has embarked on a multi-step project to identify a comprehensive, research-based, high-quality CTE program framework, test the framework, and integrate it into efforts to recognize and disseminate information on best practices within CTE. This session will briefly introduce the twelve-element framework and then dig into the “Access & Equity” element. “Access & Equity” is particularly important for adults with low-literacy or English language learners who may need on-ramps to high-quality CTE in adult high schools, community college CTE programs, or Integrated Education and Training (IET) programs. If you have CTE partners or you want your students to have better access to high-quality CTE, don’t miss this session!

The Role of Federal Policy in CTE and Adult Education: What Does Perkins V Mean for You?

This session will explore the state and local implications of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and other recent federal policy developments. Particular focus will be placed on the new law’s emphasis on equity and serving special populations, as well as the new local needs assessment and more coordinated planning, spending and accountability provisions. In addition, the timelines for implementation, opportunities for engagement, and early trends seen across the country will be discussed. The session will also cover new federal developments in 2019 that have the potential to impact CTE and adult education programs.
Primary Presenter: Dirk Keaton, So Others Might Eat Center for Employment Training  
Career and Technical Education, Session 11, Wednesday,  
April 3rd 11:00am-12:00pm, Rhythms 3  
Developing Integrated, Contextualized Math Curricula for  
Short Term Certificate Programs  
The presenter will walk participants through the process he used to design integrated, contextualized industry math curricula. He will demonstrate how he aligns math topics to industry subjects, selects authentic industry materials to use in instruction, and creates activities and assessments based on these materials.

Primary Presenter: Warren Skye Jr., AEOC-Genesee Community College  
Career and Technical Education, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Rhythms 3  
Academic Attainment for Adult Learners in Rural America:  
Challenges Faced and Addressed  
Higher education and degree attainment can be empowering and life changing, especially for nontraditional students. Adult learners in rural areas are one of the most overlooked groups of learners. They face a unique set of challenges when pursuing degree attainment that are not only financial and academic but can also be cultural, perceptual, and ideological. As technology has effectively reduced employment options in agriculture and other trades, the need for services to meet the needs of returning students is both growing and evolving. This presentation offers insights and advice from the perspective of a social worker who has worked for many years with a nontraditional, rural population.

Primary Presenter: Araceli Vázquez, Sonoma County Adult Education Consortium  
Co-Presenter(s): Marlyn García, Wendy García  
Career and Technical Education, Session 1, Monday, April 1st 8:00am-9:00am, Studio 2  
Unmasking Your Outreach Potential: New Strategies to Recruit, Inform, and Support Students  
Learn about the different methods and strategies to recruit, retain, and help your students succeed. The Sonoma County Adult Education Consortium has grown significantly in its first two years, including the outreach strategies used to inform and support students. During this presentation, we will demonstrate our experiences with Facebook Live and boosting, video making, presentations, promotional materials, events, and more.
COLLEGE AND CAREER PATHWAYS

Primary Presenter: Sue Liu, LINCS Professional Development Center - Manhattan Strategy Group
Co-Presenter(s): Lisa Le Fevre, Sarah Yager, Ben Aldama
College and Career Pathways, Session 10, Wednesday, April 3rd 8:00am-9:00am, St. Charles
Strategies to Support Your Integrated English Literacy and Civics Education (IELCE) Program Through the Self-Assessment Tool
Looking for strategies and tools to support your Integrated English Literacy and Civics Education (IELCE) programming? The U.S. Department of Education’s IELCE Self-Assessment Tool, created as part of the Building Opportunities Through IELCE project, is a free tool designed to be used as a programmatic review and reflection resource for IELCE stakeholders. During this session, participants will learn more about the Self-Assessment Tool, including its purpose and potential use in state and IELCE programs. Presenters from Arkansas, including state agency staff and an IELCE community college provider, will share how they collaboratively use the tool to provide professional development and technical assistance to other IELCE providers within the state.

Primary Presenter: Alisa Belzer, Rutgers University
Co-Presenter(s): Anna Kaiper
College and Career Pathways, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Bayside B Bottlenecks and Barriers: Making Class or Program Transitions to Complete an Adult Education Trajectory
This session will describe a pilot study that asked practitioners to describe the "change points" and the bottlenecks and barriers they have observed students experience when they need to transition from one class or program to another to complete their adult education trajectory. This data will inform a broader study focused on developing effective practices to support students when they encounter these change points so that they will be more likely to continue their adult education trajectory.
Primary Presenter: Bill Bliss, Language & Communication Workshop
College and Career Pathways, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Bayside A

Pre-IET Solutions: Career Exploration & Readiness Skills Needed for Success in Integrated Education & Training
Integrated Education and Training is challenging to implement—and challenging for students if they are not yet ready for this instructional model. We need to assure that before students are channeled into specific occupational training, they have the opportunity to explore their skills and interests, match them to career options, and learn about the steps involved in pursuing a particular career pathway. We should also assure students have the necessary readiness skills and English language skills for success in an integrated program. If we rush IET, students will struggle. A preparatory step is needed—a “bridge,” a “transition,” or “pre-IET” course. It should help students explore career options while developing skills for academic readiness and general employability. It should also incorporate WIOA goals to develop students’ digital technology skills and civics knowledge. The presenter will introduce a new career exploration and academic readiness solution to meet this need.

Primary Presenter: Emily Campbell, Louisiana Community and Technical College System
Co-Presenter(s): Marilyn Schwatz
College and Career Pathways, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Bayside A

The 5 for 6 Initiative: Louisiana's Response to the New Ability to Benefit Guidelines
The presenters will discuss an innovative initiative, called 5 for 6, undertaken by the Louisiana Community and Technical College System (LCTCS), which capitalizes upon the return of federal Ability-to-Benefit rules to develop a pipeline from adult basic education to college to high-wage, high-demand careers. This session will also include data on outcomes of the students who were awarded 5 for 6 scholarships, as well as lessons learned from this program.
Primary Presenter: Irina Cline, Morton College  
College and Career Pathways, Session 2, Monday, April 1st 11:15am-12:15pm, Bayside B  
Creative Approaches for Incorporating Career Awareness in Language Arts Instruction  
In the age of WIOA, the language arts classroom is a place where reading, writing, test preparation, technology skills, and career awareness peacefully coexist on a solid foundation of the Illinois Content Standards. This presentation focuses on providing creative strategies for seamless incorporation of career awareness in reading, writing, speaking, and listening activities, as well as research projects and group assignments.

Primary Presenter: Jeff Fantine, Fantine Academic & Career Training Services  
College and Career Pathways, Session 1, Monday, April 1st 8:00am-9:00am, Bayside A  
Building a Career Pathways System Made Easy!  
In recent years, the adult education field has been inundated with information and resources regarding career pathways leaving many of us overwhelmed. Any local adult education program, no matter its size or student population, can meet WIOA requirements by delivering services with a career pathways model. This session is for administrators and program staff in adult education and will assist with understanding, developing, and implementing a comprehensive career pathways service delivery model from entry to exit. We will review elements of a career pathways model; discuss building a system and an infrastructure to support career pathways; and share examples, strategies, and resources that you can readily implement to move your program toward a comprehensive career pathways model.

Primary Presenter: Sarah Fearnow, Pima Community College  
College and Career Pathways, Session 10, Wednesday, April 3rd 8:00am-9:00am, Bayside A  
Contextualizing Math to Common Careers  
Students often see math as a set of procedures to memorize, without logic or reason and unrelated to their lives. In this interactive workshop, participants will explore activities that relate math topics, including linear equations, systems of linear equations, and area equations to the real world, specifically the world of work. We will play with mathematical situations from common careers that are in-demand and pay a livable wage. This workshop is appropriate for math teachers of any experience or skill level.
Primary Presenter: Annamary Fitzgerald, South Puget Sound Community College
College and Career Pathways, Session 10, Wednesday, April 3rd 8:00am-9:00am, Bayside B
Pathways: College and Career Exploration for ABE Students
South Puget Sound Community College (SPSCC) instituted a Pathways Overview and Career Exploration class in Spring 2018. All adult basic skills students enrolled in ABE Level 4 and above are required to take this 2-credit equivalent course after completing their orientation. This session explores how the course is structured, the artifacts it generates, and student outcomes at the end. The course is designed to help students explore their personal interests, skills, values, and work environment preferences first. Then, they use that information to explore careers and the education and training they require. Students develop language to discuss their own goals, compile resources for planning next steps, and establish their pathway at the beginning of their educational journey. It also aligns our program with SPSCC’s Guided Pathways efforts and promotes student retention.

Primary Presenter: Amber Gallup, The University of New Mexico
College and Career Pathways, Session 3, Monday, April 1st 1:30pm-2:30pm, Bayside B
Apprenticeship Boom: What Adult Educators Need to Know
Apprenticeship is an internationally recognized model of learning that is receiving increased attention as it evolves to meet the needs of modern workers, employers, and the labor market. As apprenticeship expands and new industries explore the model, adult educators are being asked to help develop programs and pathways, write curriculum, serve as teachers, and troubleshoot to help diverse learners succeed within the model. The presenter, an adult education specialist and instructional designer who has co-designed apprenticeship programs in the construction and healthcare industries, will describe key characteristics and interesting challenges of apprenticeship. She will provide illustrative examples from her experience and discuss what practitioners need to know to be part of this venerable tradition and emerging trend in adult and workplace education and to use apprenticeship to “unmask the potential” of working learners.
Primary Presenter: Scott Helland, Metro East  
Co-Presenter(s): Sally Welsh, Brent Olinger  
College and Career Pathways, Session 3, Monday, April 1st 1:30pm-2:30pm, Bayside A  
**Career Pathways—Creating Futures and Employment for ABE Students**  
Integrated Education and Training for specific career pathways is one of the primary methods Metro East ABE is utilizing to reach adult education students. Students are drawn to career pathways because they feature certificates and training that equal jobs and careers that help adult education students change their lives and those of their families through obtaining gainful employment with real career options. Through the use of navigation services and accessing the expertise and systems of our partners, we are working with students to help them change their financial situations. It is vital that our certificates and training are not a piece of paper from "the desk of Sally" but rather industry-recognized credentials that throw open doors to futures that were closed to our students prior to our change in delivery model.

Primary Presenter: Tonya Holder, Brevard Adult Education  
Co-Presenter(s): Betty Krohn, Jeffrey Arnott  
College and Career Pathways, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Bayside A  
**Unmasking Our Students’ Potential: Creating Opportunities for Trade Skills Exploration through a High-Engagement, Pre-Apprenticeship Program**  
This session will focus on the development of an adult education, pre-apprenticeship program approved by the State of Florida to address the shortage of skilled trade workers. As such, preparing adult education students to meet workforce shortages will require proactive and innovative program designs. During this session, attendees will gain insights to learn how one adult education campus created and implemented a pre-apprenticeship program to fill in labor gaps. Implementation and adoption of AVID for Higher Education, a systematic approach to teaching and learning, has been part of this curricular redesign. Participants will learn about programming, coursework, and activities employed by Brevard County Adult Education to unmask students’ potential. Elements of Brevard’s pre-apprenticeship model along with the integration of AVID will be presented and explained through an interactive demonstration of high-engagement strategies that foster essential employability skills: writing to learn, inquiry, collaboration, organization, and reading to learn.
Primary Presenter: Jacqueline Lynch, Triton College  
Co-Presenter(s): Ewa Paluch

College and Career Pathways, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Bayside A

CareeReady: Boosting the Career Prospects of ESL Students with Non-U.S. Degrees

Immigrants with postsecondary degrees from their home country are often underemployed, working in low-wage jobs unrelated to their academic training. Earning a credential recognized in the United States and honing their language and employability skills could give a significant boost to their careers. In order to run a cost-effective ICAs/IET program, AE programs need to recruit enough students who wish to pursue the same field of study. That has consistently proven difficult. So, the Triton Adult Education team turned to the Emporium Model and developed the CareeReady program. A cohort of students pursue a variety of industry-recognized credentials using online courseware while receiving language support and employability skills training from a highly trained ELL instructor. In this workshop, we share our experience implementing this program, highlight its most essential components, and look ahead into some possibilities for adapting the program to other educational contexts.

Primary Presenter: Mark Mataya, Entrada High School/Canyons School District  
Co-Presenter(s): Pete McNeil, Jake Sorensen

College and Career Pathways, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 6

Building Pre-Apprenticeships with Local Businesses for Entry Into Career Pathways

Learn how a local business partnered with an adult education program to provide opportunities for adult education students to become apprentice auto technicians. You will get a perspective from the local business owner, the master auto technician training the students, and from the adult education program administrator on this project. This template could be used to build pre-apprenticeships in other career pathways. Learn how pre-apprenticeships can help your students gain career skills in your local economy. Also participating in this presentation will be representatives from NAPA AutoCare. They are actively recruiting adult education programs to partner with the over 1600 NAPA AutoCare shops across the country.
Primary Presenter: Holly McCoy, Literacy Services of Wisconsin
Co-Presenter(s): Matthew Waltz, Laura Heller
College and Career Pathways, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Bayside B
To help students break into the construction industry, Literacy Services of Wisconsin and the Wisconsin Regional Training Partnership Building Industry Group Skilled Trades Employment Program designed the P.I. 5.09 High School Equivalency Diploma program, which also concurrently enrolls participants in an apprenticeship readiness program called the Multi-Craft Core Curriculum (MC3). The instruction is tailored to the industry's specific qualification standards. This competency-based HSED, which is approved by the Wisconsin Department of Public Instruction, provides students with an integrated, seamless path to follow towards entering a Registered Apprenticeship in the construction trades.

Primary Presenter: Christina Miller, Paxen Publishing, LLC
College and Career Pathways, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Bayside B
Building Pathways for Your Students’ Success
This session will explore the numerous ways career pathways can be designed and implemented to comply with WIOA regulations. Integrated Educational and Training (IET) components that contribute to successful programs will be discussed, including understanding employer measures and using labor market information (LMI) to build – or enhance – your career pathways program. Participants will be guided by the presenter to collectively develop a six-point framework for a career pathway program that will be ready to use at home. The framework will identify well-planned, comprehensive career pathway programs that meet the needs of local employers and industry-focused sectors. We will explore how adult education programs can partner with employers to develop meaningful curriculum, develop workforce awareness activities, and cooperatively translate workplace skills into learning objectives.
Primary Presenter: Michele Pappalardo, Northampton Community College  
Co-Presenter(s): William Schaffer  
College and Career Pathways, Session 5, Tuesday, April 2nd 8:00am-9:00am, Bayside A  
Unmasking Learner Potential Through Career Pathways  
This presentation will outline how Northampton Community College partnered with local Title II partners, employers, local workforce development boards, and other training institutions to design and implement micro-credential and certificate programs in healthcare and manufacturing, which are the two largest economic drivers in the region. Updates will be provided on all three credentialed programs (e.g., completion, industry-recognized credential attainment, placement rates, etc.).

Primary Presenter: Stephenie Rittberger, Career Learning Center of the Black Hills  
Co-Presenter(s): Rhonda Leneaugh, Cecelia White Eagle, Tracy Palecek  
College and Career Pathways, Session 2, Monday, April 1st 11:15am-12:15pm, Bayside A  
WOKSAPE: How Professional Wisdom Is Reframing Educational and Workplace Environments  
Adult educators, community-based organizations, and specialty trainers are creating training trauma informed practices for educational settings and workplaces. These trauma informed locales gain competency in issues surrounding poverty, brain-based research around traumatic events, and focused cultural components. Specific foundational training is meant to facilitate and support learners struggling in adult education classrooms and promote successful transitions to the workforce. These training components are beginning to lead to improved classroom management styles, retention, and resources to aid with situations so individuals will thrive as they balance improving educational skills and move toward career pathways leading to economic sustainability. There is a strong focus on intermediate level learners from Lakota, Nakota, or Dakota backgrounds. We are finding, while there is a very specific focus, practices are applicable to other students experiencing trauma. We are also finding training components could be modified and replicated for students from other cultural backgrounds.
Primary Presenter: Susan Roberts, SCR Consulting, LLC  
College and Career Pathways, Session 1, Monday, April 1st 8:00am-9:00am, Bayside B  
**First Steps Toward Success: Beginning Career Pathways Conversations in Orientation**  
As IET and contextualized instruction solidify in adult education programs across the country, career pathway discussion finds itself at the center of many classrooms. In this seminar, participants walk away with a toolkit to begin career pathways integration before the classroom via conversations in orientation, ensuring that students take off on the right foot.

Primary Presenter: Mitch Rosin, Aztec Software  
College and Career Pathways, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Bayside B  
**Career Pathways in the Age of WIOA**  
This workshop will provide an overview of the career pathways requirements of WIOA, a walk-through of the Department of Labor’s Career Pathways Took Kit, and examples of successful models of career pathways from around the country.

Primary Presenter: Melissa Sadler-Nitu, Alamo Colleges I-BEST  
Co-Presenter(s): Don Graybill  
College and Career Pathways, Session 4, Monday, April 1st 4:00pm-5:00pm, Bayside A  
**Core-4 Cyber Future Workforce Education: Preparing Adult Education Students for Careers of the Future**  
Did you know...by 2019, there will be 6 million job openings for information security professionals—but only 4.5 million security professionals to fill those roles? It is time to bridge the confidence gap. Alamo Colleges has developed the Cyber Core-4 Pathway to help adult education students bridge the confidence gap and complete a suite of 4 CompTIA Certificates in less than a year. Alamo I-BEST started the journey by posing as CompTIA instructors and attending the national conference. Over 50 completed students later, it is time to share the surprising things they learned. Let’s bridge the cyber confidence gap together. Alamo Colleges will share the truths, myths, and best practices.
Primary Presenter: Melissa Sadler-Nitu, Alamo Colleges I-BEST
Co-Presenter(s): Victor Ramirez
College and Career Pathways, Session 5, Tuesday, April 2nd 8:00am-9:00am, Bayside B
Smart Choice!—Holistic Assessment Approach to Adult Education and Literacy Career Pathways
For the first time EVER, the secret to effective adult education and literacy transitions is out!
Don’t miss out. What is Smart Choice? Choosing the right career is tough enough. Once students lock in on a career choice they need to evaluate their abilities, barriers, and next steps. Alamo Colleges in San Antonio Texas developed the course called Smart Choice—the first step for adult education students to navigate the opportunities the college offers, along with potential cost-free tuition for target occupations. “Come in with an idea; leave with a plan!”

Primary Presenter: Tamara Thompson, Mockingbird Education
College and Career Pathways, Session 4, Monday, April 1st 4:00pm-5:00pm, Bayside B
Career-Contextualized HSE Preparation Curriculum: A Promising Solution for Lower-Skilled Adults and Programs
Research has shown that teaching academic applications in a career context is an effective way to engage hard-to-reach students and motivates them in the areas of math, written and oral communication, critical thinking skills, and problem solving. Additionally, research has demonstrated that contextualized instruction enhances student motivation and can reduce attrition rates in job training programs. In this session, learn what contextualized learning is and meet a promising contextualized HSE prep curricular approach that is changing the way we look at face-to-face teaching. No teacherbots, no technology learning paths. Meet a live classroom teaching approach that uses face-to-face, contextualized learning to create engaging learning experiences that produce outcomes, keep struggling learners engaged, and improve WIOA and other program performance measures.
Primary Presenter: Tamara Thompson, Mockingbird Education
College and Career Pathways, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Bayside A

Career-Contextualized HSE Preparation Curriculum: A Promising Solution for Lower-Skilled Adults and Programs

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Primary Presenter: Pamela Martin, Penta Career Center
Co-Presenter(s): Penny Jenkins, Jessica Arbuckle
College and Career Pathways, Session 6, Tuesday, April 2nd 11:00am-12:00pm, St. Charles

Soft Skills: Preparing Penta Career Center's Aspire Students with Life Skills and Soft Skills that Transfer into Quality, High-Paying Jobs

Penta Career Center's Aspire program offers soft skills curriculum by preparing students/inmates for Ohio's In-Demand Careers. Penta Career Center offers stackable and marketable credentials that help students move into high-wage jobs. Participants will learn how to enhance traditional face-to-face technical training and integrate contextualized learning designed to improve literacy, numeracy, and soft skills.
COMMUNITY-BASED

Primary Presenter: Vickie Choitz, Corporation for a Skilled Workforce
Co-Presenter(s): Mary Freeman, Brendan Alexander
Community-Based, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Napoleon

Straddling the Space Between Adult Education and Workforce Development: A Conversation and Concrete Ideas

Many adult literacy funders are beginning to follow the lead of federal and state adult education policy to focus support for programming on preparing students for the workplace. In many cases, they are being required by funders to add work-related components to their programs. This can be a major disruption for traditional adult literacy and education providers. CSW will share what we’ve learned about this transition while working in two communities—Detroit and Dallas—and share ideas for how organizations can begin to gradually adopt more work-focused programming to meet the new expectations without completely upending the organization. Aberg Center for Literacy in Dallas will share their experiences with this transition. We also will discuss ideas for what funders can do to help ease this transition. Most importantly, we will engage in a conversation with participants to learn about their experiences and ideas.

Primary Presenter: Cynthia Campbell, Gold Apple Services, LLC
Community-Based, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 8

Pass to Excellence: A Nonprofit Standards for Excellence Intensive Workshop

Nonprofit leaders serving adult learners are fiercely committed to their organization’s missions and client. They have high expectations for their own personal performance and even higher expectations for their organizations’ ability to impact adult learners in their communities. Faced with many competing priorities, nonprofit professionals find themselves seeking ways to strengthen their organizations’ management, governance, and operations—without re-inventing the wheel. In this intensive workshop with Dr. Cynthia Campbell of Gold Apple Services, nonprofit leaders will get an overview of best strategies and practices of nonprofit governance, but they will also apply them to their own organizations to work toward greater effectiveness and sustainability. This is a Standards for Excellence workshop and each attendee will receive a copy of the Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector.
Primary Presenter: Todd Evans, ProLiteracy
Community-Based, Session 10, Wednesday, April 3rd 8:00am-9:00am, Bayside C

ProLiteracy Has a New Basic Literacy and ESL Tutor Training
Come learn about ProLiteracy’s new Basic Literacy and ESL Tutor Training materials. These comprehensive training materials will help teachers and tutors successfully prepare to teach ESL and literacy students in a variety of instructional settings. In the Foundations modules, tutors learn what it’s like to work with adult learners, understand basic principles of literacy and ESL instruction, and learn how to help students set goals and assess their learning. In the Lesson Planning module, tutors learn how to organize their instructional time with students. In the Instruction modules, tutors learn new teaching strategies and techniques, watch demonstration videos, and download step-by-step instructions for each activity. The How to Get Started module shows tutors what to expect the first few times they meet with a student or students. The training materials are available for face-to-face or online training. The materials are free to ProLiteracy members and available to purchase for nonmembers.

Primary Presenter: Jana Harper Makaafi, Central AZ College
Co-Presenter(s): Briana Frenzel, Susan Aguilar
Community-Based, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Bayside C

Meeting Students Where They Are to Help Them Achieve Their Goals
GED® prep and ESL students may feel like they are starting the race far behind the starting line. We will discuss strategies to identify what is holding students back, community resources to address needs, and forming strategic partnerships. Come share what is working for your program and what barriers are standing in your way, and learn about how one program is serving an Arizona rural/suburban county the size of Connecticut.
Primary Presenter: Kathy Houghton, Literacy New York, Inc.
Co-Presenter(s): Janice Cuddahee
Community-Based, Session 4, Monday, April 1st 4:00pm-5:00pm, Bayside C
Volunteers: Partners in Adult Literacy Education
In today’s era of tightening budgets, cutting staff positions, and shrinking programs, volunteers are often an underutilized, untapped resource in adult literacy education. Literacy New York programs have been training, placing, and supporting volunteers for 60 plus years—and seeing positive results for students and programs. This workshop is about envisioning multiple ways to use volunteers in adult education—and recognizing what needs to happen behind the scenes for volunteer programming to be effective. We’ll “unmask” the potential for success when adding volunteers to adult literacy programming!

Primary Presenter: Kevin Morgan, ProLiteracy
Co-Presenter(s): Steve Reder
Community-Based, Session 5, Tuesday, April 2nd 8:00am-9:00am, Bayside C
Achieving Scale and Disruption in Adult Literacy Education Through Research
The adult literacy education segment in the United States has hovered at 36 million low literacy level adults for a number of years while funding has largely been flat. Traditionally, messaging and funding for adult literacy education has focused on the individual and population of low literacy adults. Dr. Steve Reder of Portland State University and Kevin Morgan of ProLiteracy make the case for using research to shift the narrative of adult literacy education from individual need to larger social issues in order to broaden awareness and funding for the adult education field.
Primary Presenter: Tamara Thompson, Mockingbird Education  
Community-Based, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Bayside C  
**Cognitive Behavioral Therapy, a Promising Solution That Prepares Learners for Learning, Employment, and Life**

Mental health issues challenge many vulnerable learners and education and workforce development programs are increasingly integrating mental health programs into their services to holistically meet this growing need. Research demonstrates that cognitive behavioral therapy (CBT) is a promising solution for such programs. CBT improves cognitive health, decision-making, and emotional literacy, valued skills in the workforce. In this session, participants will learn how a CBT-based mental wellness curriculum, called I am Ready, is helping vulnerable learners make positive changes in their lives and helping education programs provide holistic services that enhance workforce development and academics. Learn why I am READY is successful in education programs (hint: it is written by adult educators and engages evidence-based instructional strategies) and learn how a cognitive behavioral therapy approach can be used in any program to improve learner outcomes and program services.

Primary Presenter: Corlis Webb, Independent Consultant  
Community-Based, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Bayside C  
**The Knowledge of Our Teachers**

The new WIOA law and other policies and initiatives are designed to combat literacy, including instructional strategies such as IET, and aid teachers to ensure that students are receiving the skills necessary for success. However, WIOA does not address the ‘how’ that teachers need to produce successful student learning. On the other hand, teachers have a wealth of information and knowledge to direct learning, create learning, and support learning. But, is this knowledge too much or too little? Do teachers recognize their limitations and their expectations? In line with this year’s conference title, using a knowledge awareness process, this session will assist teachers to identify their personal knowledge base, how they transfer knowledge, and processes of how that knowledge supports the learning process—to unmask their potential.
CORRECTIONS

Primary Presenter: Devin Broome, ATLO Software
Co-Presenter(s): Clay Mixon, Andrea Buttross, John Easley
Corrections, Session 1, Monday, April 1st 8:00am-9:00am, Studio 7

Inmates using the Internet—Learning, Testing and Re-Entering with Living Wages
Learn how the Louisiana Department of Corrections has implemented the ATLO learning and testing platform to bring adult basic education, industry-based certifications, and re-entry resources to the next level. As a result, inmates are re-entering society with jobs paying a living wage. We will demonstrate the ATLO platform, groundbreaking digital library resource services provided to offenders in Louisiana, and the delivery of Ashland University courses using ATLO Chromebooks.

Primary Presenter: Mary Davies, Moraine Park Technical College
Co-Presenter(s): Peggy Kaiser
Corrections, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 10

Partnering to Provide Quality Education—The Wisconsin Technical College System and the Wisconsin Department of Corrections.
In 1972, the idea of VTAE (now WTCS) accreditation of vocational programs in Wisconsin correctional institutions was born. Since then the WTCS/DOC partnership has grown to include academic and re-entry programs and teacher accreditation. This workshop will detail the educational programs available in state institutions and how WTCS and DOC work together to deliver quality programming.
Primary Presenter: Britt Gulstrand, Ramsey County Correctional Facility
Co-Presenter(s): Carly Voshell, Abby Roza, Angie Barnak
Corrections, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 10
How to Get Away with Educating: Innovative Solutions for Everyday Classroom Challenges
ABE learners are often defined by their educational challenges. This becomes even more true when you compound these educational roadblocks with incarceration. How do you best address ABE student needs and unleash their potential? Join the educational staff from Ramsey County Correctional Facility for an hour of discussion and problem-solving around common ABE scenarios. We will highlight meaningful and innovative ABE programming, vocational and family literacy activities, and the evolution and adaptation of our programming to meet student needs and outside demands. Through large and small group participation, we will explore educational opportunities for all Educational Functioning Levels 1-6, short term ABE students, and other ways we get away with education in a correctional facility.

Primary Presenter: Denise Justice, Ashland University
Corrections, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 10
Digital Delivery of Postsecondary Education in Prisons (Pell Experimental Sites Initiative)
Ashland University has been delivering postsecondary programs in a digital format as a part of the Pell Experimental Sites Initiative since the fall semester of 2016. Ashland has been delivering postsecondary education in prisons continuously since 1964. Ashland has revamped processes on campus, expanded into digital delivery, and added program sites in several different states. We have increased student services and are looking to add even more. Come hear an update on the Pell ESI Program and have an opportunity to ask questions about this innovative, on-line program for incarcerated students in Ohio, West Virginia, Louisiana, Georgia, Washington D.C., and Minnesota.
Primary Presenter: Herman Lee, Illinois Department of Corrections School District
Corrections, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 10
Correctional Education—An Integration of Andragogy, Counseling, and Therapy
Changing a student's behavior is to change the way they think. Students in correctional education programs often struggle with learning, behavior, and co-occurring disorders. This presentation is designed to familiarize the correctional practitioner with an understanding of a more effective approach of instructing by using andragogy as opposed to pedagogy.

Primary Presenter: Susan Lockwood, Correctional Education Association
Corrections, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 10
Special Education in a Correctional Education Classroom
It is safe to say that at least 30% of the students in correctional education classrooms need special education supports. For those under the age of 22, this is imperative. Participants in this session will learn about the implications of providing accommodations to those who qualify and the consequences of not following the provisions of the Individuals with Disabilities Education Act (IDEA).

Primary Presenter: Konnie McCollum, River Valley Resources, Inc
Co-Presenter(s): Paula Clark, Molly Dodge, Mandi Logsdon
Corrections, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Studio 10
Skilling Up Inmates for High Demand Jobs
In an effort to support Indiana Governor Eric Holcomb’s commitment to increase the workforce skill level of Hoosiers and responding to the need of Indiana industry for skilled workers, a training program was developed to provide industry recognized certifications for female inmates in southern Indiana. This training is a product of a robust partnership between local Indiana Adult Basic Education provider, Ivy Tech Community College, and Madison Correctional Facility. Started in December 2017, this training has skilled up 113 inmates who earned industry certifications in either welding, computer numerically controlled machine operator, or manufacturing production. The educational model used for this training starts with the Test of Adult Basic Education, and successfully ends in a nationally recognized industry certification.
Primary Presenter: Susan McKee, Pace Learning Systems  
Co-Presenter(s): Clint Massey  
Corrections, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 10  
Inmates Teaching Inmates—Developing and Enhancing Soft Skills in a Prison Setting  
Offenders who develop strong soft skills in prison have a better chance at reducing their sentence, having a successful re-entry, and gaining meaningful employment. An effective soft skills program requires careful selection and focus on the needed skills, adaptable resources, different teaching methods, consistent assessment, and specific individualized feedback and encouragement. In a correctional setting, inmate facilitators can help extend soft skills programs outside the classroom. Inmate facilitators can also help correctional educators relate lessons in soft skills to other inmate learners. This workshop will focus on the five-year evolution of a Pace Life Skills Program at Folsom State Prison—a leisure-time activity that boasts a waiting list of over 200 inmates. Join Pace to learn about teaching and evaluating soft skills in a correctional setting and explore the latest work of the inmate Life Skills facilitators at Folsom.

Primary Presenter: Amy Riker, A. Riker Consulting  
Co-Presenter(s): Jeffrey Abramowitz, Clay Mixon, Devin Broome  
Corrections, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 10  
Education Behind the Walls  
In a battle we all know too well, bringing the outside world that is constantly changing inside prison walls is a steep hill to climb; however, it can be done. With the help of modern day technology heroes, such as ATLO, we can give offenders the opportunity to tune into an educational experience that gives them the tools they need once released, all from behind bars.

This session will go over how to take the first step in incorporating the internet and all its advantages into your correctional program. From CBT for HSE to college courses and so much more, attendees will hear from those involved in the first successful attempt at turning the tables on online learning in corrections and the benefits it has on reducing recidivism! Also, the transition from prison to classroom upon returning home will be examined.
Primary Presenter: Marian Thacher, American Institutes for Research  
Co-Presenter(s): Shannon Swain, Sudie Whalen  
Corrections, Session 1, Monday, April 1st 8:00am-9:00am, Galerie 3  
Professional Learning Communities in A Correctional Setting: The Administrator’s Role  
The California Department of Corrections and Rehabilitation, a large system with 36 adult prisons, is in the second year of unmasking the potential of inmates by initiating a large reform effort to base both academic and career and technical instruction on evidence-based practices. An important piece of the project is the implementation and support of a professional learning community (PLC) at each institution. Administrators play an indispensable role in the success of PLCs, supporting distributive leadership and offering both tight and loose control over various aspects of PLC practice. The corrections environment offers some specific, but not insurmountable, challenges for administrators. Attend this session to hear about ways administrators can support the PLC process, helping it flourish and avoiding some common mistakes.

DIGITAL LITERACY & TECHNOLOGY

Primary Presenter: Sean Abajian, Los Angeles Unified School District Division of Adult and Career Education  
Co-Presenter(s): Miranda LaBatt  
Digital Literacy & Technology, Session 1, Monday, April 1st 8:00am-9:00am, Balcony L  
LAUSD DACE, LAUSD K-12, and EdTech Publishers—A Partnership of Unlimited Potential  
In this presentation, attendees will learn about the innovative ways that the LAUSD Division of Adult and Career Education (DACE) is partnering with the LAUSD K-12 Division and Publisher Partner BurlingtonEnglish for a large-scale single sign-on (SSO) roll-out, educational technology implementation, and innovative “flipped-learning” professional development. DACE’s adoption of Schoology as a district-wide learning management system (LMS) has unmasked the unlimited potential for technology in the adult education classroom by unveiling various ways to provide professional development, collaborate with teachers, students, and administrators, and allow access to BurlingtonEnglish and other curricular resources via an SSO. This session will focus on the critical partnership of adult education, K-12, and EdTech publishers as stakeholders in the success of adult education students’ digital literacy, ESL learning gains, and WIOA-focused career training.
Primary Presenter: Neda Anasseri, OTAN  
Co-Presenter(s): Penny Pearson  
Digital Literacy & Technology, Session 11, Wednesday, April 3rd  
11:00am-12:00pm, Balcony M  

Technology Tools for Teachers and Administrators  
Get innovative with these easy to use, effective technology tools that can help improve student retention, declutter inboxes, and jazz up instruction. Learn about messaging systems that can be used to remind students of registration dates after the summer break, send teachers updates on upcoming training, or just remind them how awesome they are! Answer common how-to questions by using free programs such as Loom to record screen capture videos, freeing up your time to address other items. Also, improve morale by highlighting innovative teaching practices.

Primary Presenter: Anthony Burik, OTAN  
Digital Literacy & Technology, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Balcony M  

Unmask the Potential of Technology to Help Students Set, Achieve, and Publicize Goals  
Goal-setting is a crucial step for adult education students to reach their objectives and aspirations. Can we take advantage of technology to help students begin this process and keep everyone – students, teachers, counselors – on track? (The answer is yes!) In this workshop, we’ll look at a variety of tech tools, for example, stand-alone apps, social media sites, and learning management system functions, that educators can use as students work through the SMART goal-setting and goal-achieving process in high-tech and low-tech settings. We’ll also consider using technology to help us learn about and celebrate student achievements before and after students leave us. By the end of the presentation, each attendee will identify at least one tech tool they will use with their students to help students set, achieve, and publicize goals.
Primary Presenter: Cash Clifton, NM DELT  
Co-Presenter(s): Kristen Waring  
Digital Literacy & Technology, Session 3, Monday, April 1st 1:30pm-2:30pm, Balcony L  
**Multilevel Technology-Based Learning with Google Tools and Google Classroom**  
Whether you are new to Google or an experienced user, this will be an opportunity to try something new and fun while experiencing an interactive model for multilevel, technology-based learning. Join us as we actively explore Google Tools and Google Classroom! The presenters will discuss how the NM DELT team has adapted these activities for use in face-to-face, blended learning, and distance learning settings. There will also be discussion and modeling of how Google Tools can support differentiated learning.

Primary Presenter: Patti Constantakis, Cell-Ed  
Co-Presenter(s): David Miller, Steve Reder, Josh Copus  
Digital Literacy & Technology, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Galerie 3  
**What Data Can Mean to the Adult Learner**  
How can we use data to create more effective learning and career pathways for adult learners? One word: share. This session will focus on a recent report, funded by the Walmart Foundation, that lays out the landscape of data sharing in the learning ecosystem that serves front line service workers. Findings show that connecting the data across agencies can help providers create more effective programs and personalized services. The session will review the findings from the study and present ways to think about information and data collection, sharing, and analysis in your organization.

Primary Presenter: Ronald Cruz, Independent Consultant  
Digital Literacy & Technology, Session 2, Monday, April 1st 11:15am-12:15pm, Balcony L  
**TABE-nology**  
This session will help address some of the common challenges teachers may encounter during the initial stages of implementation of TABE® 11 & 12 such as where to start, what materials to use, and how to help students succeed in this more rigorous test. This session will focus on teaching strategies that align with the technology-enhanced items and format of the test. In addition, teachers will also explore how to allow students to take full advantage of all the available technology tools on the test. Lastly, teachers will walk away with a wealth of online teaching tools and resources aligned to the TABE® 11 & 12 Mathematics Blueprints.
Primary Presenter: Tom Cytron-Hysom, SPCLC  
Co-Presenter(s): Eric Nesheim, Theresa Sladek  
Digital Literacy & Technology, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Galerie 3  
**Building Blocks for Digital Literacy: Meeting Vital Needs of Adult Learners**

Digital literacy is a core skill for daily life, yet ABE learners often lag behind in this area. Meaningful assessment, integrated curriculum resources tied to assessment, and collaborative approaches are all required. This presentation will explore ways in which new features in V 2.0 of Northstar, the most widely used basic digital literacy assessment, can be utilized as a resource by teachers and students. New features we will discuss include a learner management system within Northstar that links learners to curated curricula resources corresponding to their specific assessment results, new intermediate skill assessment modules including job search and managing digital footprints, and linkages to more advanced IT training and other career pathways. We will also touch on collaborative linkages between Northstar and workforce systems, healthcare employers, and others.

Primary Presenter: S. Michele Echols, Independent Consultant  
Digital Literacy & Technology, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony M  
**Teaching Digital and Information Literacy Skills to Adult Learners**

The explosion of the internet and networked communications in the last decade has considerably changed the way in which we receive, view, and use information. We now live in a knowledge-based economy, and current research on information-seeking behaviors is focusing on how the internet, social media, and mobile technologies have changed the way students seek information. Instructors will learn how to use technology to teach learners how to find, evaluate, organize, create, and communicate information effectively and efficiently. This pre-conference will provide attendees with background knowledge on how to incorporate the myriad of self-learning tools into the curriculum to build stackable skills to use in college or the workforce. Attendees will also be provided with information on how to create free learning circles by partnering with their local public and academic library to maximize their offerings to adult learners.
Primary Presenter: Nell Eckersley, Literacy Assistance Center
Digital Literacy & Technology, Session 1, Monday, April 1st 8:00am-9:00am, Balcony M
Three Google Tools to Make Your ESOL Content Mobile Friendly
In this session learn how using Google Slides, Google Forms, and Google Keep can help you make your paper worksheets and in-class content interactive via smartphone. Bring your smartphone (with a full battery) to participate and a laptop if you want to try your hand at creating some content yourself. This workshop is designed for participants with limited knowledge of Google Tools.

Primary Presenter: Annamary Fitzgerald, South Puget Sound Community College
Digital Literacy & Technology, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Balcony M
Tools for Documenting Competence: Free and Low-Cost Audio and Visual Resources
Adult students have a wealth of practical knowledge. Demonstrating competency of that knowledge is sometimes easier to show than to write about. This session explores free and low-cost recording and editing tools using equipment and software the student has themselves or are available to them through community or school sources. It also invites participants to examine the application of these tools, explore options for educator and student training in their uses, and discuss evaluative measure ideas for documenting student proficiency in competency-based education programs. No technical expertise is required! Come explore the possibilities for students who may have limited skills and resources.

Primary Presenter: Dena Giacometti, Chicago Citywide Literacy Coalition
Digital Literacy & Technology, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Balcony L
App-Based Instruction—Changing the Game of Distance Learning
The Chicago Citywide Literacy Coalition is promoting the Learning Upgrade app for programs throughout the City of Chicago. This presentation will showcase use of this smartphone app and the basic skills acquisition students have made. Now anyone with a smartphone, tablet, or computer can learn English and math to succeed in school, earn a diploma, get a better job, or enter college. Lessons engage students through songs, videos, games, and rewards. Get the app and put your students on a path to learning success! Supplement the classroom experience with this technology that allows students to learn on-the-go and you are sure to see an increase in level gains.
Primary Presenter: Jeffrey Goumas, CrowdEd Learning
Digital Literacy & Technology, Session 5, Tuesday, April 2nd 8:00am-9:00am, Balcony L
OER are from Mars, Publishers are from Venus—Blending Free and Paid Resources to
Ensure CCRS Coverage
As states transition to new College and Career Readiness Standards (CCRS)-aligned tests such
as TABE and CASAS, the standards—released in 2013—have effectively shifted from being an
ideal to a requirement. While there is a wide range of high-quality, engaging free and open
education resources (OER) that can help address the curricular needs that come with these
changes, adult education remains slow to embrace OER. During this session, CrowdED
Learning will share research examining barriers to OER adoption and how this has resulted in
their creating a new, free learning plan generation tool—SkillBlox. Participants will see how
SkillBlox supports standards coverage while increasing learning options for students by
blending together high-quality, curated, free and open education resources alongside (GASP!)
traditional publisher resources. You will leave not only with a slew of engaging and effective
free resources, but with tools that support integrating them seamlessly into your everyday
instruction.

Primary Presenter: Jeffrey Goumas, CrowdEd Learning
Co-Presenter(s): Jennifer Maddrell
Digital Literacy & Technology, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony L
Digital Literacy—Practical Strategies for Building Skills, Increasing Accessibility, and
Fostering Equity in Adult Education
A recent study of adult competencies revealed a staggering 64% of U.S. adults performed at or
below the lowest proficiency levels in problem-solving in technology-rich environments.
While most adults have smartphones, many lack the digital skills needed to communicate,
acquire and evaluate information, and perform practical tasks. Moreover, technology in the
adult education classroom is often seen as a supplemental add-on or “nice-to-have,” rather than
an integral part of teaching and learning. Yet, with 79% of middle skill jobs in the United States
requiring digital skills, digital literacy is increasingly becoming a core literacy skills needed for
accessing vital services and achieving self-sufficiency. During this session, participants will
examine the components of “digital literacy” and explore meaningful approaches to developing
these critical skills. Participants will leave with a playbook of realistic, easy-to-implement
strategies for integrating technology in ways that facilitate daily instruction and help learners
overcome the digital literacy skills gap.
Primary Presenter: Karyn Goven, Michigan Association of Community and Adult Education
Co-Presenter(s): Jayne Schultz
Digital Literacy & Technology, Session 5, Tuesday, April 2nd 8:00am-9:00am, Balcony M
SkillsTutor—Unmask Academic Success
Discover how to properly and effectively target a student's learning difficulties. By effectively targeting the subjects that cause students to struggle, SkillsTutor Online Digital Solution is able to improve upon a student's ability to progress with differentiated instruction, diagnostic testing, prescriptive assignments and automatic reporting. Whether a distance learning or blended solution, SkillsTutor helps students build a firm foundation for academic success.

Primary Presenter: Denise Guckert, Álamo Colleges
Digital Literacy & Technology, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Balcony M
Creating EPortfolios Using Google Sites
Participants begin by viewing examples of two common types of e-portfolios used in classroom settings: learning and showcase. They then review a pre-planning checklist that helps determine the e-portfolio’s purpose and content. Participants view a demonstration on how to create a new Google Site by copying an existing online template, customizing it, and sharing the customization with their students. Participants will be able to participate more fully if they have a free Google or Gmail account and can access internet services on their own portable devices. However, this is not a requirement for participation.

Primary Presenter: Emily Hipps, International Institute of Minnesota
Co-Presenter(s): Stacy Dietrich Varney
Digital Literacy & Technology, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Bacchus
Developing Digital Literacy Skills in Multi-Level Classrooms
Digital literacy is increasingly necessary for a successful and fulfilling life in the U.S. While teachers, students, and managers may agree on this, it is not always seamless to incorporate digital literacy into the English classroom. The presenters have experience using laptops, desktops, cell phones, CleverTouch boards, and TVs in the classroom. Technology plays many roles in our classrooms including a teaching tool, subject to be taught, and classroom-environment enhancer. The goal of this session is to provide methodologies and resources to teachers of English learners so that they can incorporate digital literacy into their classrooms.
Primary Presenter: Melinda Holt, Sacramento County Office of Education  
Digital Literacy & Technology, Half-Day Preconference, Sunday,  
March 31st 8:30am-11:30am, Galerie 4  
**Unveil & Display Your Website Today!**

Did you know that you have a Google site? All you have to do is build it! This session will unveil the potential of building a website for any program, classroom, or individual using Google sites. The presentation will include best practice design on building a multi-layered website including embeds, links, and accessibility features. Information covered in this pre-session will include calendars, adding different media, changing formats, creating links, and adding direct drive embeds. Everyone is guaranteed to have a fully functioning Google site ready for public viewing at the end of this session.

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Primary Presenter: Melinda Holt, Sacramento County Office of Education  
Digital Literacy & Technology, Session 10, Wednesday, April 3rd 8:00am-9:00am, Balcony L  
**Unmasking The Google!**

If you haven’t figured it out already, Google is always changing! What you knew yesterday may already be different today—it’s enough to tie you in knots! This presentation will unmask the facelift that many Google tools have undergone and unravel the knots for you. We will discuss digital literacy, Google Classroom, Cultural Institute, the new Chrome, account sign-in, forms, extensions and apps, and as many Googles that can be covered in the time allotted. All tools will be modeled for use in and out of the classroom—attend and learn how to unmask and unravel your Google!
Primary Presenter: Michael Matos, Albany Park Community Center
Digital Literacy & Technology, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Balcony J
Tips to Teach Adult Learners Basic Tech Skills
Why teach adult learners basic tech skills (digital literacy)? Technology pervades the workplace, postsecondary institutions, and all aspects of daily life. Participants will gain skills in teaching their adult basic skills education (including ESL) students to use technology efficiently. These are computer skills students should know and be able to do independently at various levels (basic, intermediate, proficient) with specific types of software applications to enable them to access, manage, integrate, evaluate, create, and communicate information. These skills should not be taught in isolation, but should be applied when meeting learning outcomes in the content areas, such as reading, writing, numeracy, or high school equivalency preparation. The focus will be on these three levels: 1) basic—foundational computer literacy skills; 2) intermediate—computer literacy and competency beyond the foundational level; and 3) proficient—computer literacy and competency beyond the intermediate level applied in educational and work settings.

Primary Presenter: Amber Miller, Austin Community College
Co-Presenter(s): Janet Couvillion, Cynthia Arocha
Digital Literacy & Technology, Session 10, Wednesday, April 3rd 8:00am-9:00am, Balcony M
Beyond Kahoot!: Games and Apps to Teach and Engage Students
Do you like Kahoot!? Are you looking for more online tools to use with your students? Expand your digital horizons and see new and exciting ways to engage your students both in class and out. We will look at a variety of online games and apps that will stimulate your students with often little to no work for you! Plus, we will learn how to move beyond just reviewing information to teaching with these free online products.
Primary Presenter: Allison Needham, Spring Institute
Digital Literacy & Technology, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Balcony M
Using Online Distance Learning with Adult ESL Students to Enhance Program Outcomes
How do adult ESL students and instructors perceive using an online learning course component in addition to in-class work? How does the component help students enhance their proficiency in English and improve their career skills? How do students’ perceptions align with program goals and outcomes? The presenter will convey the results of two surveys measuring students’ and instructors' perceptions of the benefits and challenges of an online learning component. Participants will analyze and discuss implications of students’ use of technology in language learning as it relates to career building and program outcomes.

Primary Presenter: Margaret Patterson, Research Allies for Lifelong Learning
Digital Literacy & Technology, Session 4, Monday, April 1st 4:00pm-5:00pm, Balcony M
Online Technology Use of Adult Nonparticipants in Education
A new five-state research project, CAPE (see Solutions to Nonparticipation in Adult Education pre-conference session description), asked adults without high school diplomas who don’t participate in adult education, about their reasons for not participating. CAPE also surveyed nonparticipating adults on how they use technology. This interactive session shares and discusses survey findings on their technology use, learning via technology, using technology for collaboration and problem-solving, and recommended technology-related solutions. Participants will receive a set of adult interviewee recommendations for future use in planning.

Primary Presenter: Tara Plouff, Hawkeye Community College
Co-Presenter(s): Lucas Plouff
Digital Literacy & Technology, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Salon A
Daily Integration of Digital Literacy Skills for Workforce and Transition Success
Do your students have the digital skills necessary to succeed in the workforce and higher education? Can they format a Word document, collaborate with Google Sheets, and manage assignments in an online class? This highly interactive and hands-on session will cover the creation and use of Canvas in the adult education classroom and the seamless integration of vital digital skills into every aspect of your curriculum. With only a minor shift in thinking—and very little prep—you can incorporate digital skills into every lesson. Note: All participants should bring a laptop.
Primary Presenter: Christy Rhodes, East Carolina University
Digital Literacy & Technology, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Balcony L

What Does Culturally Responsive Teaching Look Like in eLearning Environments?
The growing diversity of the U.S. population continues to impact adult education in many ways. One key area has been the increased awareness of the need to adapt learning environments to enhance the achievement of students from traditionally underrepresented backgrounds.
Culturally responsive teaching is an asset pedagogy designed to increase motivation by replacing mainstream teaching practices with those grounded in students’ experiences and ways of knowing. Another trend that has impacted adult education is the rapid growth of online or elearning (Schmidt, Tschida & Hodge, 2016). The online learning environment adds an extra layer of complexity to the development of culturally responsive teachers and classrooms.
Following a brief review of the literature, attendees will use a checklist of learning CRT practices to examine their own praxis. At the end of this session, attendees will understand and be able to apply the tenets of culturally responsive teaching to their online teaching.

Primary Presenter: David Rosen, Newsome Associates
Digital Literacy & Technology, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Balcony L

Onboarding Adult Learners to Apps for Adult Basic Skills (Including ESL/ESOL)
Most adult basic skills (including ESL/ESOL) learners now have smartphones, yet few know that free or low-cost apps can help them learn, as a supplement to what they are learning in class or while waiting for a class or a tutor. David J. Rosen will present models for “onboarding” adult learners to have access to a suitable education app, feel comfortable and competent in using it, and begin acquiring online learning skills they will need for their learning throughout their lives. The models are suitable for adult basic skills (including ESL/ESOL) programs and for public libraries.
Primary Presenter: Mitch Rosin, Aztec Software  
Co-Presenter(s): Alison Webber  
Digital Literacy & Technology, Session 3, Monday, April 1st 1:30pm-2:30pm, Balcony M  
**How Investment in Technology Can Accelerate Collective Impact in Adult Learning**  
The ability to use technology in the 21st century is a critical skill. Using online learning opportunities in the adult education classroom provides learners with the skills they need, both academic and technical, to be successful. This presentation is based on White Papers co-authored and published Aztec Software and The EdTech Center @ World Education/IDEAL Consortium entitled, "How Investment in Technology Can Accelerate and Expand Collective Impact in Adult Learning," and on an article that appeared in the August 2018 *COABE Journal.*

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Primary Presenter: Priyanka Sharma, World Education  
Co-Presenter(s): David Rosen  
Digital Literacy & Technology, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Balcony L  
**Learning Circles for Adult ESL/ESOL Programs**  
An innovative, blended learning model for adults, learning circles use online learning resources together with teacher or volunteer facilitated face-to-face sessions to support peer learning. We will discuss the range of learning circles and ways to use them in adult basic skills education. Learning circles have been piloted and customized for adult ESOL/ESL programs that want to reduce waiting lists or supplement face-to-face learning. In this session you will learn about the range of learning circles, how they have been used by adult ESL/ESOL programs, and about the English Now! Model, funded by the Dollar General Literacy Foundation, piloted by World Education and five ESOL programs in New England, and is now being scaled up nationally.
Primary Presenter: Nikeisha Smothers, Brooklyn Public Library Adult Learning
Co-Presenter(s): Jean Maher, Donna Alleyne
Digital Literacy & Technology, Session 4, Monday, April 1st 4:00pm-5:00pm, Balcony L

What Happens When You Use Social Media in an ABE/HSE/ESOL Classroom? A lot of Learning!

It's no secret that our students spend a majority of their time on social media, so why not integrate it into your classroom, especially since social media is clearly here to stay! Most of us get frustrated when we see our students using their cell phones, so let's try to look at things from a different perspective; social media has been a useful tool to use for educational purposes. We are constantly looking for ways to enhance, integrate technology, and use teaching methods closer to the “real world,” so join us to find out how we implemented five social media websites as learning tools as the perfect chance to achieve student goals. Don’t forget to bring your cell phone, tablet, or laptop as this will be an interactive workshop.

Primary Presenter: Joe Stubblefield, Arizona Department of Education
Digital Literacy & Technology, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Balcony L

Going Blended! How to Rethink Instruction and Effectively Manage Innovation to Build Effective Blended Learning Programs

Explore AZ Adult Education instructional model data trends, blended learning models, and how to build an implementation and adoption plan to support blended learning statewide.

Primary Presenter: Jen Vanek, World Education
Co-Presenter(s): Penny Pearson, Corina Avila, Tom Cytron-Hysom
Digital Literacy & Technology, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Galerie 2

Strength in Numbers: IDEAL Consortium States Supporting Success in Distance and Blended Learning

This panel presentation is a showcase of effective practice in distance and blended learning. The IDEAL Consortium is a group of states working together to develop and improve ABE distance and blended learning. State-level leaders from several IDEAL Consortium member states each share a description of a critical issue in establishing and implementing quality distance and blended learning in their states. Issues covered include integration of digital literacy into blended learning programming, provision of professional development for program administrators and teachers, innovative approaches to use technology to reach more learners, and evaluation and adoption of quality online curricula. The presentation concludes with a description of the IDEAL Consortium, the community of practice that supports this network of innovative ABE leaders. Attendees will have an opportunity to ask these leaders their own questions about distance and blended learning.
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Primary Presenter: Alison Webber, EdTech Center @ World Education
Co-Presenter(s): Shahla Naimi
Digital Literacy & Technology, Session 2, Monday, April 1st 11:15am-12:15pm, Balcony M

Google’s Applied Digital Skills and Other Free Online Tools for Digital Literacy Instruction and Assessment
This year Google launched, as part of its Applied Digital Skills curriculum, free project-based curriculum in the form of online videos intended for adult learners. Join the EdTech Center @ World Education and leaders of Google’s Applied Digital Skills initiative to explore and learn about the curriculum and how it fits into Google’s broader Grow with Google offerings. Hear directly how organizations are implementing it on the ground in blended or distance learning environments, as well as their lessons learned and instructional tips. Learn how to combine the curriculum with other online resources such as the Northstar Digital Literacy Assessment or other free or low-cost digital literacy curriculum resources to differentiate and personalize instruction.

Primary Presenter: Alison Webber, EdTech Center @ World Education
Co-Presenter(s): Priyanka Sharma
Digital Literacy & Technology, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 2

Digital Revolution: Leveraging Learning and Employment Technologies to Increase Reach and Outcomes
The EdTech Center @ World Education brings together top researchers and practitioners on the use of technology to increase the reach and impact of adult learning and employment initiatives. EdTech Center staff and partners, including leading researchers and partner technology companies, will share and lead discussion on which emerging technologies and innovative models for incorporating technology show the most promise. They will give examples of how exponential new technologies such as mobile devices, tech-enabled assessments, Artificial Intelligence, and new initiatives, including the Employment Technology Fund (ETF), are rapidly disrupting and improving our field of practice. Panelists will also share emerging best practices from ongoing field testing of funded tools at workplaces, libraries, community-based organizations, and other environments. Participants will walk away with an overview and specific current examples of how powerful, new technologies can help train, support, and increase economic mobility for low-income, low-skilled adults in the United States.
Primary Presenter: Karen Welch, ProLiteracy  
Co-Presenter(s): Greg Stultz  
Digital Literacy & Technology, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Balcony M  
Creating Blended Learning Models Using Online Learning from New Readers Press  
The blended learning model—a mode in which instruction is delivered partly online and partly in class—offers flexible learning options to fit most learner’s needs. This session will focus on using Online Learning from New Readers Press to focus on problem-based learning using a hybrid model. The session will examine three specific models of instruction: one-on-one instruction, students in a group setting using online and print materials, and creating lessons for a flipped classroom by implementing a print-to-digital-to-mobile form of instruction.

Primary Presenter: Kathy Woodson, SC Adult Education Training Resource Center  
Digital Literacy & Technology, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Balcony J  
Edmodo and Adult Education—A Perfect Fit!  
With the emphasis on helping adult education students become more college and career ready, South Carolina educators are using the online classroom platform, Edmodo, in a variety of ways. Come learn how this free program is being used to facilitate better communication with staff, integrate digital literacy in the classroom, and prepare students for their next steps after adult education. Teachers are getting first-hand practice with this platform during our summer graduate courses, Global Career Development Facilitator classes, or professional development days. Then they take the experience back to the classroom to make assignments, share video clips, and promote discussions and collaborations with their students. Teachers can share content with students and each other, create assignments, and use data to inform their lessons. Students get the opportunity to improve their digital literacy skills and get exposure to online classroom platforms before they move on to college where they are expected to be familiar with this type of learning.
Primary Presenter: Jayme Adelson-Goldstein, Lighthearted Learning
Co-Presenter(s): Lori Howard, Sylvia Ramirez
ESL/ELL, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 9
Revealing the Skills and Strategies that Help English Language Learners Listen Successfully

Effective listening is key to communication in all areas of adult life, but it is often a difficult skill for English learners to master. In fact, English learners, across proficiency levels, often try to mask their lack of listening skills and strategies. When instructors provide focused listening lessons that are both standards-based and contextualized, English learners see immediate results and the impact can quickly extend to success in the workplace, in postsecondary education, and in navigating community systems. Facilitators in this session use three sets of standards, (the English Language Proficiency Standards, the NRS Educational Functioning Levels and CASAS), to reveal the key listening skills learners need to achieve their goals. Then, using a ready-made instructional planning template, participants correlate their learners’ authentic listening needs to a standards-based lesson applicable to their classrooms. Online access to the standards, planning template, sample lesson audio, and worksheets is provided.
Primary Presenter: Jayme Adelson-Goldstein, Lighthearted Learning
ESL/ELL, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 9
Teach the Learners, Not the Book!
The facilitator (author of the OPD and series director of Step Forward) demonstrates how the visuals, text dependent questions, and meaningful tasks in published materials can help provide rigorous and engaging instruction that meets the diverse needs of beginning and intermediate-level English learners. Participants in this session experience and analyze five engaging task types that develop learners’ language strategies while requiring them to collaborate and think critically: What do we already know? (vocabulary), mark my words (grammar), visual thinking questions (speaking/listening); tag words research (reading); and data gathering (integrated skills). A selection of reproducible task templates and resources from Oxford University Press is provided in order to help participants more readily apply the session’s concepts to their practice.

Primary Presenter: Meryl Becker, SCALE
ESL/ELL, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 2
Does Bradley Leave Samantha? A Soap Opera for ESOL and Literacy Students
For ESOL adults and young adults to enjoy reading, they need reading material that interests and excites them. Clearly, to judge by movies, television, best-selling books, and soap operas, people in general are interested in love stories, and second-language and literacy learners are no different. Wouldn’t they be intrigued to be practicing reading, vocabulary, and oral English by reading a continuing soap opera? "Samantha" is a romantic soap opera that is high-interest, develops vocabulary, and stimulates discussion on moral, social, and cross-cultural issues, including men's and women’s roles and single parenthood. Participants will learn how this material was developed, review a chapter, and discuss an episode as students would in the classroom.
Primary Presenter: Natalie Bradley, Southbay Consortium for Adult Education
Co-Presenter(s): Jodi Loeffler, Randy Erickson
ESL/ELL, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 7
MindPlay Virtual READING Coach—UNMASKING THE POTENTIAL of ESL/ELL and Students with Learning Disabilities
A significant number of underprepared adult students need an efficient and effective way to be successful in college and career. MindPlay Virtual Reading Coach (MVRC®) is an effective, time efficient reading intervention that can open the gateway to college-level courses or gainful employment. Research suggests that students with basic reading skills can make accelerated gains if they are able to work in a private and self-directed environment. MindPlay Virtual Reading Program is an adaptive, automated computer-based program that enables students to work at their own pace. MindPlay’s code-based technology focuses attention to multiple learning styles, careful and quick identification of individual student needs, differentiated instruction, and customized lesson plans. MindPlay’s innovative technology provides multisensory learning to strengthen associations between learned content and reduce memory demands on individual cognitive systems. Immediate, formative feedback is provided to students while they interact with program content.

Primary Presenter: Robert Breitbard, Burlington English
Co-Presenter(s): Lori Wedner
ESL/ELL, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 9
Workforce Preparation with the BurlingtonEnglish Blend—Tomorrow’s IET Success Begins Today!
With the growing demands of WIOA, adult programs are struggling to include workforce preparation activities and Integrated Education and Training (IET) into their curriculum. This session will highlight how BurlingtonEnglish enables you to do this with a fully blended model. Our Career Exploration and Soft Skills course prepares students to identify and pursue a career path, while our Career Extensions give them the career-specific language and background knowledge to succeed in their chosen career. Both can be utilized in the classroom, in the lab, or away from school to ensure anytime-anywhere access and to provide optimal results for students and programs. Help your students gain employment and ensure WIOA success with the BurlingtonEnglish Blend!
Primary Presenter: Deanna Coon, Center for Applied Linguistics  
ESL/ELL, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 8  
**From Words to Stories: Reading Comprehension Vis-à-Vis Vocabulary Instruction**  
Vocabulary is an essential part of reading comprehension and often one of the biggest hurdles for learners to overcome. With limited time and resources, teaching vocabulary is often reduced to producing lists of words and definitions, which fails to acknowledge the dynamic capability of vocabulary to influence not only comprehension, but a learner's entire reading experience. Participants will explore their unconscious awareness of the meaning of words and the shifts they experience according to context and how to make those salient to learners so that reading comes alive.

Primary Presenter: Sara Davila, Pearson English  
ESL/ELL, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 9  
**How Long Does it Take to Learn English?**  
How long does it take to learn a language? This is one of the most difficult questions for language educators to answer. Research has shown that language is a non-linear process and that a combination of individual and contextual factors determines the learning journey and affects the time each individual needs to make progress. Although there is no unanimous consent as to how many hours are needed to gain increasing language proficiency, there is a pool of research that provides insight into learning time estimates to help educators, institutions, and accrediting agencies set realistic and attainable learning goals. Teaching English is an involved process. This session will explore research around learning hours and examine ways to accelerate the language learning experience for students.
2019 COABE Conference Accepted Proposals by Strand

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Primary Presenter: Stacy Dietrich Varney, International Institute of Minnesota
Co-Presenter(s): Emily Hipps
ESL/ELL, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 6
Project-Based Learning in a Multilevel Classroom (Plus Fundraising!)
Learn best practices and get ideas for project-based learning for multi-level English language programs and classrooms that incorporate student experience and knowledge and create tangible fundraising materials. These projects lead to high levels of student engagement and improve feelings of self-efficacy with the added benefit of creating fundraising opportunities for your program. Learn from our experiences collaborating with students with a wide range of proficiency levels (ESL 1-6 and ABE 1-4) to create and sell cookbooks and calendars. Attendees will leave with a list of project ideas, CCRS aligned sample lesson plans that foster digital literacy, and understandings of best practices for project-based learning.

Primary Presenter: Andrea Echelberger, Minnesota Literacy Council
ESL/ELL, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 7
New! Free Resources to Train Adult ESL Teachers and Volunteers
All ESL programs want their learners to experience high-quality teaching, whether it is delivered by a full-time professional teacher, a part-time teacher who is new to the field, or a classroom volunteer. This session will share resources that have been developed to increase the teaching skills and confidence of classroom teachers and volunteers who may have limited time for training and varying levels of expertise. Throughout the session, participants will have the opportunity to explore the Minnesota Literacy Council’s classroom activity videos, mini-trainings toolkit, and ESL small-group pull-out kits. These resources will support teachers and volunteers in areas such as giving effective feedback, delivering activity instructions, and using appropriate amounts of teacher talk. The presenter will recommend ways for programs to use these free resources to support teachers and volunteers, and participants will share their own ideas through facilitated discussions.
Primary Presenter: Andrea Echelberger, Minnesota Literacy Council
ESL/ELL, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 6
It’s Not as Easy as ABC: Effective and Rigorous Instruction for Literacy Level Learners
English language learners who are learning to read and write for the first time in their lives as adults face additional challenges in the EL classroom. It can be difficult for teachers to know how to support these learners, particularly in multilevel settings. Fortunately, there are approaches which enable literacy level learners to get the developmental support that they need while enabling the teacher to deliver rigorous instruction to all of the learners in the class. This presentation will highlight three teaching practices: explicit instruction in decoding skills, implementing routines, and providing text-based evidence that benefit all learners in the beginning level classroom. The presentation will also facilitate the implementation of the CCR standards to lay the foundation for successful future learning. Participants will have the opportunity to try out the recommended teaching practices and view videos of Minnesota teachers and literacy level learners successfully using them in the beginning level EL classroom.

Primary Presenter: Patsy Egan, Hamline University - ATLAS
ESL/ELL, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 7
New NRS Functioning Levels for ESL: They're Not Just a Job, They're an Adventure!
The new NRS educational functioning levels for ESL are out! Come learn how they differ from the previous ones, and together we'll explore the big picture around these new ESL levels, the English Language Proficiency (ELP) standards, and how it all jives with the College & Career Readiness Standards (CCRS). Gain new strategies for increasing the rigor of instruction in ESL, inspired by this movement! The presenter is an ESL teacher by training, was part of the creation of the ELP standards, and she directs CCRS implementation in Minnesota ABE.
Primary Presenter: Danny Glick, Edusoft  
Co-Presenter(s): Jill Rosolek, Christina Piland  
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 1  
Using Blended Instruction to Increase Student Achievement and Persistence: Evidence-Based Case Studies  
English language learning is increasingly being seen as a vital skill for personal as well as national development. A recent British Council report (2015) found a positive association between English language learning and occupation, level of education attained, and household income. Yet, often constrained by both economic and human capital resources, efforts to improve students’ English language proficiency often remain ineffective. In view of these challenges, technology-mediated language learning (TMLL) has increasingly been viewed as a possible way to remove the barriers associated with traditional English language learning by providing low-cost, quality education. Using data collected from public universities over a period of 10 years, we present evidence-based case studies showing that English Discoveries – an interactive online learning environment – leads to better language learning outcomes compared to traditional face-to-face instruction. Our results show that compared to traditional face-to-face instruction, English Discoveries has a significant, positive impact on students’ course grades and course completion rates.

Primary Presenter: Debbie Goldman, Intercambio Uniting Communities  
Co-Presenter(s): Marcie Smith  
ESL/ELL, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Studio 2  
Unmasking the Secrets of Teaching Pronunciation in Adult ESL  
This half-day workshop covers a variety of pronunciation tools, techniques, and activities teachers can use with adult ESL students. We teach how and where sounds are produced; easy ways to instruct making sounds; how and when to make pronunciation corrections; some fundamental pronunciation rules; and ways for students to find the stress-based rhythm of English. We model how to use a variety of tools that help with pronunciation practice in class: the Color Vowel® Chart, minimal pairs, mirrors, cell phones, rubber bands, and tubes. Our goal is to improve how students produce sounds, create muscle memory, and increase auditory processing skills to distinguish sounds. Pronunciation is important to our students. Many are afraid of not being understood which limits practice outside of class. This workshop will prepare teachers to spend 10-20 minutes helping students produce and practice sounds and rhythm to build confidence.
Primary Presenter: Vi Hawes, Pima Community College  
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Rhythms 3  
**Classroom Rotation in Action!**  
What does the classroom rotation model look like in an ELAA/ESL classroom? In this session, you will have hands-on experience with classroom rotation as one of the blended learning models in the ELAA/ESL context. You will utilize authentic classroom materials previously used by ESL students and fully participate in the rotation model. In addition to this demonstration, participants will debrief and determine how they can adapt, enhance, and integrate the classroom rotation into their classrooms.

Primary Presenter: Ginger Karaway, Gateway Technical College  
Co-Presenter(s): Carolyn Nason, Deb Gylund, Shawn Jensen  
ESL/ELL, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 5  
**Unmask Learner Potential: Adding Complexity to All Levels of Adult ELL Instruction**  
Adult ELLs must work rigorously to develop the language strategies that will enable them to demonstrate their critical thinking, problem solving, and soft skills. Instruction must be equally rigorous, intentional, and direct. This session invites you to embrace complexity as you collaborate with colleagues: exploring, analyzing, and developing tasks and projects to meet adult learners’ needs across all levels.

Primary Presenter: Ginger Karaway, Gateway Technical College  
Co-Presenter(s): Kristi Weisenburger, Shawn Jensen  
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 7  
**Accelerated Success for Adult English Language Learners: Employing Rigor in Instruction**  
Increasing rigor in adult English language learners’ (ELL) instruction is essential to accelerate English learners’ successful transition into college, career, and/or community settings. Participants will explore a variety of ways to infuse rigor in intermediate to advanced classrooms by collaborating in teams, utilizing academic language, and thinking critically while employing language strategies.
Primary Presenter: Clarena Larrotta, TEXAS STATE UNIVERSITY
ESL/ELL, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 6

Theme-Based Curriculum Negotiation with Female ESL Learners
Overall, curriculum negotiation refers to providing the learners with the possibility of making relevant decisions and changing the lesson plan. This case study describes English as a second language (ESL) teaching with female immigrant learners and theme-based curriculum negotiation. Often immigrant women face discrimination based on their sex, race, and immigration status. To no one’s surprise, sociopolitical and cultural adjustment issues find their way into adult ESL classes as the learners work to make sense of the new language and culture. Thus, curriculum negotiation requires close collaboration with the learners to ensure that the topics selected for teaching are meaningful to them. The teacher must create an environment that fosters autonomy, self-esteem, a sense of safety, and an interest in learning. Within this context, ESL instructors must also draw boundaries for negotiation based on their professional experiences, federal government policies, and requirements imposed by funders.

Primary Presenter: Sarah Lonberg-Lew, Adult Numeracy Center at TERC
ESL/ELL, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 6

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

Primary Presenter: Sarah Lynn, Harvard Bridge Program
ESL/ELL, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 6

Learning from Cognitive Science: Why Student Speak Is Essential to Learning
Recently, cognitive science has broadened and deepened our understanding of how the human brain learns. This session shares some of the science and demonstrates its practice in teaching. The presenter will give an overview of recent research on the role of student “elaboration” and why getting students to express their thinking and make their own connections is essential to lasting and transferable learning. The presenter will introduce several simple classroom activities and routines that foster student speak and get students to engage with content in challenging and meaningful ways.
Primary Presenter: Sarah Lynn, Harvard Bridge Program
ESL/ELL, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 2

Retrieval Practice: A Powerful Learning Tool

It’s free, easy to use, and proven by cognitive scientists to be the most effective study strategy and a powerful learning tool, and yet so many of us educators shy away from it. Why? Come to this session to challenge the myths and learn the science. In this interactive and practice-oriented session you will: learn insights from cognitive science and neuroscience, experience a sampling of retrieval practice techniques, and reflect on how you can use the technique with any content (ESL, ABE, or workforce development) and in every learning context (classroom, one-on-one, peer learning, or self-directed study).

Primary Presenter: Sarah Lynn, Harvard Bridge Program
ESL/ELL, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 9

The Future Is Here: Rising to Higher Expectations for ESOL Instruction and Student Outcomes

In recent years, the landscape of adult education has changed dramatically, and the popular Future series has changed too. The new edition upholds Future’s signature integration of English communication skills with robust content and meaningful contexts, as it also embraces the increased rigor of the College and Career Readiness Standards (CCRS) and higher expectations for Workplace Investment Opportunity Act (WIOA) outcomes. In this session the presenter will introduce you to new features of Future 2nd Edition including a new content-based reading strand designed to challenge students’ higher order thinking skills and build their general knowledge through multiple readings on the same topic and a new workplace soft-skill strand which engages students’ communication and culture skills in a collaborative, problem-solving task. Come see how Future 2nd Edition has changed with the times. The overview presentation will be followed by a Q & A with Sarah Lynn.
Primary Presenter: Joy MacFarland, National Geographic Learning
ESL/ELL, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Galerie 4
Preparing Students for Success in the 21st-century
How can you prepare adult ESL students for work and academic readiness while keeping them engaged and motivated? English in Action and Stand Out are standards-based, integrated language learning programs featuring authentic National Geographic content. Learners will improve their English proficiency while learning 21st century skills for further education or career pathways.

Primary Presenter: Ronna Magy, Independent Consultant
ESL/ELL, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 6
Increasing Rigor for Academic and Workplace Success
How can adult ESL teachers increase instructional rigor to prepare students for the demands of college and careers? In this presentation, participants engage in tasks which lead students to acquire the academic language, strategies, and critical thinking skills necessary for success.

Primary Presenter: Ronna Magy, Independent Consultant
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 6
Scaffolding Academic Writing: Writing Recaps and Paragraph Frames
Research indicates that having strong academic writing skills is a key factor in college and career success. Two scaffolded writing models: writing recaps and paragraph frames, can help adult ELLs strengthen their academic writing. In this workshop, participants learn and practice these writing models.

Primary Presenter: Christopher McFarland, Delgado Community College
ESL/ELL, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Studio 9
Teaching Pronunciation to Improve Intelligibility Among Multilevel Students
Pronunciation in the classroom is very important and the ability to approach this modality of language is daunting to some. This presentation will focus on teaching pronunciation to ESL populations from beginners to advanced. The techniques and activities that will be taught will add interest and better overall pronunciation.
Technology, Numbers and Soft Skills, Oh, My! —Strategies for Teaching Digital Literacy, Numeracy, and Soft Skills in ESOL

Come participate with experienced teachers as we cover successful strategies for adding digital literacy, numeracy, and work-related soft skills to your ESOL classroom. We know these skills are essential, but how do we include them naturally? What has worked for others and how can we add them to our classrooms? You'll leave the presentation with numerous lesson ideas, tips, and strategies for how to successfully incorporate these essential skills into your program.

Just Paper, Please!

Sometimes we overthink things and spend too much time creating materials from scratch, or we depend too much on books and technology. Let's get super low-tech and back to basics with paper! In Part 1 of this session you will see writing activities, games, warm-ups, and lesson plans that use only paper. In Part 2, we will create mini-books and not-so-mini-books that can be used as reference tools for your ESL and Civics students. Come join us for this fun and interactive session! (Band-aids for paper cuts will be provided free of charge.)

The English Language Proficiency Standards for Adult Education: Helping ALL English Language Learners Achieve Success

Even after English language learners demonstrate enough English language proficiency to test out of an ESL program, they continue to benefit from support and scaffolding to meet the language demands of state-adopted content standards. This is where the English Language Proficiency (ELP) Standards for Adult Education come in! Join us to learn how others have used the ELP Standards in their instruction and have an opportunity to practice enhancing sample reading, writing, speaking, and math lessons to help your students achieve even more. Whether you have students who are not native English speakers in your non-ESL class or have a multi-level ESL class, the ELP Standards (and this session) have something for you!
Primary Presenter: Carolyn Nason, Milwaukee Area Technical College
ESL/ELL, Session 1, Monday, April 1st 8:00am-9:00am, Studio 6
Practical Ways to Integrate Critical Thinking, Math, and Digital Literacy into Beginning Adult ESOL Classrooms
Supporting our beginning adult English language learners’ path to college, career, or civic readiness means developing more than just their English proficiency. Learners need to develop critical thinking, math, and digital literacy skills, too. Participants explore low-prep tasks, tips, activities, and strategies that move beginning learners closer to their short and long-term goals.

Primary Presenter: Katherine Nielson, Voxy
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Iberville
How Do We Know it Works? Developing an Evaluation Framework for ESL Learners in an Adult Basic Education Program
We know from extensive research that the most effective adult English as a second language (ESL) programs are based on learners’ needs and designed to help them accomplish their real-world goals. And we also know that to secure funding, programs must be able to empirically demonstrate success. This presentation will introduce a program evaluation framework based on clear, measurable criteria: time spent learning, mastery of language and content, stakeholder satisfaction, and evidence of real-world success. The presenter will explain how to make sure that an ESL program is working, with clear guidelines for how to develop and collect data for each of the four criteria. Data from existing adult ESL programs will be used to illustrate the framework, which can be used on the teacher, department, or institutional level.
Primary Presenter: Betsy Parrish, Hamline University  
Co-Presenter(s): Gretchen Bitterlin, Donna Price  
ESL/ELL, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 7  
High-Leverage Instructional Practices That Unmask Adult ELLs’ Potential  
In today’s world, adult ELLs encounter language demands that go far beyond what is traditionally covered in life-skills curricula. They need to access complex information presented in print and digital formats; jobs and school require extensive collaboration. One way to prepare learners for these real-world demands is through the use of research-based, high-leverage instructional practices that scaffold learning, address academic language, promote collaborations, and prompt higher-order thinking. The presenters demonstrate high-leverage practices for high-beginning, advanced, and career-focused ESL, including: graphic organizers for while-reading/while-listening tasks to help learners recognize text structure and organize information; language frames for engaging in academic conversations and writing; and tasks for gathering and analyzing data displayed in multiple formats. Audience members participate in demonstrations, analyze the high-leverage components of each, and reflect on applications for their own settings. Anyone serving adult ELLs should find applications to their settings regardless of the level or content they teach.

Primary Presenter: Lauren Plitkins, Literacy Source  
Co-Presenter(s): Taiko Aoki-Marzial  
ESL/ELL, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 2  
Disrupting “English-Only:” Effective Strategies to Incorporate L1s in Beginning ESOL Work Skills Programs  
This session provides an overview of first language (L1) use in Ready to Work, a government funded program that combines English language instruction with digital literacy and case management to help beginning level immigrants and refugees gain job readiness skills and explore pathways to college and career success. The presenters review research and literature regarding L1 use in multilingual settings, offer examples from the Ready to Work ESOL classes, and ask attendees to consider the role of home language inclusion in creating a collaborative and linguistically appropriate environment for immigrant and refugee students. The session also shares strategies to incorporate students’ L1 knowledge into administrative processes such as intake, registration, and advising. Ultimately, the presenters argue, L1 inclusion plays an important role in challenging ideologically-rooted, monolingual principles and acts as a crucial part of dismantling English-language supremacy and “English-only” mentalities in ESOL settings.
Primary Presenter: Donna Price, San Diego Community College Continuing Education Program
ESL/ELL, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 9
Classroom Activities that Develop Skills Identified by the Workforce Innovation and Opportunity Act
Discover activities that develop skills identified by key statements in the Workforce Innovation and Opportunity Act (WIOA) as essential for student success in academic and workforce settings. Review activities in these areas: career pathways, soft skills, critical thinking, and civic participation. Leave with practical lesson ideas and resources.

Primary Presenter: Heather Ritchie, Carlos Rosario
ESL/ELL, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 7
Developing Student Agency—When Learners Have the Power to Learn
What is agency? What does it mean for students in classes as well as for instructors who are designing lessons? How can creating more student agency facilitate greater learning gains in less time? These ideas will be explored in an interactive workshop and discussion session. Attendees will define student agency, "the power of students to act/to be in charge of their own learning" in education, what that looks like, and how that changes the role of the teacher. The session will identify ways to give learners more control of their learning and support them in developing study skills, time management, and self-assessment. Instructors will reflect on and evaluate how they facilitate learning and if there are some additional steps they can take to support student agency. Concrete examples of how this is being done in the lowest levels to upper ESL levels as well as in GED® prep will be shared.
Primary Presenter: Jodi Ruback, Washington State Board for Community and Technical Colleges
Co-Presenter(s): Adria Katka, Shannon Potter
ESL/ELL, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 2

Flipping Instruction for Low-Level English Language Learners with I-DEA

I-DEA is a flipped/hybrid integrated skills curriculum for lower-level adult English language learners (ELLs). Participants will work in the Canvas learning management system to learn about the design of this free, openly licensed curriculum. In addition to locating the curricular modules and importing these OER materials, participants will interact with both student and instructional materials in order to see how the curriculum can best be implemented and integrated into their own unique instructional settings and courses.

Primary Presenter: Jodi Ruback, Washington State Board for Community and Technical Colleges
Co-Presenter(s): Adria Katka, Shannon Potter
ESL/ELL, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 6

I-DEA: Flipped Instruction for English Language Learners

I-DEA (Integrated Digital English Acceleration), funded initially by the Bill and Melinda Gates Foundation, is in its sixth year of implementation in Washington State. The I-DEA curriculum includes thirty-one, openly licensed, one-week flipped instructional modules geared towards lower-level English language learners. Participants will learn about the openly licensed I-DEA curriculum, eLearning tools, and instructional design, as well as view the curriculum from the student and instructor perspectives.
Primary Presenter: Anna Sanczyk, University of North Carolina at Charlotte
ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 5

**Supporting and Advocating for Adult English Language Learners.**

Strong advocacy efforts foster inclusive and supportive educational environments for diverse adult English language learners (ELLs). One such effort is taking action to promote culturally responsive practices that create a positive impact on adult English language learners’ classroom engagement, learning, and attitudes. This workshop intends to provide participants with information and resources that can help them support and advocate for adult ELLs, including illustrating effective strategies and activities that validate adult ELLs’ various backgrounds, experiences, and needs; encouraging sharing of experience on how participants offer student encouragement and empowerment; engaging participants in the discussion on stereotypes, misconceptions, and challenges adult ELLs encounter in their educational journey; and discussing action steps to advocacy for major issues affecting adult ELLs.

Primary Presenter: Kirsten Schaetzel, Emory University
ESL/ELL, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 7

**Using High School Equivalency Writing Test Prompts to Develop Adult ESL Learners’ Academic English**

The presenter demonstrates how high school equivalency writing test prompts can be used in adult ESL classes to teach academic writing skills. She will first give an overview of what academic writing is, how it is different from other types of writing, and the skills needed to write well academically. These skills can be learned in all levels of English language proficiency. Second, the presenter will demonstrate how the skills of academic writing can be developed in class using high writing test prompts. Using examples of lessons from two different high school equivalency tests, the presenter will show lessons designed to develop academic writing skills at different English proficiency levels. By using test prompts for academic writing activities, students become familiar with the tests they must take, how to prepare for them, and how to write good answers. They also learn much about writing academically.
Primary Presenter: Marcie Smith, Intercambio Uniting Communities
Co-Presenter(s): Debbie Goldman
ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 7

In Your Students' Shoes: An Amazing Teacher Training for Adult ESL
This half-day workshop will simulate what it’s like to be an adult student learning a new language and provide modeling and practice for the teaching techniques that drive learning and change outcomes. This is an ideal session for all levels of teaching experience: novice to pro. Attendees will be deeply involved in this workshop, beginning with a foreign language lesson where participants will be the students. They will experience first-hand which engagement techniques helped them acquire the new language. The second part of the workshop will have participants design a lesson plan utilizing the strategies and techniques demonstrated in the foreign language lesson: where will they increase repetition; how will they build on both foundation and critical thinking activities to get the most out of the lesson?

Primary Presenter: Marcie Smith, Intercambio Uniting Communities
Co-Presenter(s): Debbie Goldman
ESL/ELL, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 9

TPR—Total Physical Response for Beginning Levels of Adult ESL
Do you feel nervous teaching beginning levels of ESL? Would you like to engage your students and build confidence in class? If yes, you are ready to implement TPR—Total Physical Response, a learning technique to help students to acquire the English language while having fun through movement. This workshop will be highly interactive; come prepared to experience this technique as your students will, with lots of physical response and movement around the room. The focus of this workshop is primarily on levels 1-2 but expansions for higher levels will be discussed as well. Participants will learn the background and where to implement this engaging approach. They will also get hands-on tips and techniques. The aim of this workshop is to get you confident and ready to implement TPR in your context.
Primary Presenter: Laurie Stusser-McNeil, Highline College
ESL/ELL, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 9

Beyond Reading with Beginning Adult ESOL Learners: Finding Connection, Inspiration, and Personal Expression

Seeking a deeper, more personal experience for your adult ESOL learners? Looking for a way to make reading more interesting? Explore how to use high interest, low reading-level biographies to create 10 weeks of integrated language curriculum. Using books that feature inspirational global figures naturally draws in curious minds and brings out prior knowledge.

You will practice how to look at text with an eye for expanding to the personal realm, encouraging deep and individual connection to material. You will also look beyond the words to bring the world of your book to life. In addition, you will see how to create extensive language practice, linking what you are reading to writing, speaking, and listening activities.

Come ready to practice planning as a teacher and also experience language activities as a student. This hands-on workshop provides routines and techniques you can use right away!

Primary Presenter: Heather Tatton-Harris, Carlos Rosario
ESL/ELL, Session 1, Monday, April 1st 8:00am-9:00am, Studio 9

Reading and Language Acquisition: Using Reading to Focus on Accuracy, Complexity, and Fluency

Reading is typically a passive task. In the ESL classroom, reading is usually paired with comprehension questions. But reading texts can be leveraged for so much more than comprehension. Come to this interactive session to unpack how reading texts can play an important role in language acquisition, including accuracy, fluency, and complexity.

Participants will receive sample reading units to try with their students.
Primary Presenter: Heather Tatton-Harris, Carlos Rosario
Co-Presenter(s): Kristy Stoesz, Colleen Shaughnessy
ESL/ELL, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 7
Moving from Numeracy to Math in the Beginning ESL Classroom
The PIAAC report (OECD, 2013) confirmed that numeracy skills are critical for success in the workplace, education, and life. But how do we address numeracy alongside literacy and language? And how can we move beyond the typical numeracy found in basic ESL levels?
Presenters will demonstrate that numeracy and math can be meaningfully integrated into beginning-level ESL lessons. Examples will be demonstrated. Instructional techniques for approaching numeracy and math, at all levels of ESL, will also be highlighted. Participants will take away example lesson materials and numeracy teaching techniques to try in their programs and classrooms.

Primary Presenter: Duren Thompson, Center for Literacy Education and Employment
ESL/ELL, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 2
'Multi-Level' Level 1 ESL: Supporting Pre-Literate, Non-Literate, Semi-Literate and Native Language Literate Learners
The NRS ESL Level 1 includes anyone who scores a zero on an approved oral or literacy assessment (or is “untestable” for some reason). Yet if a student scores a zero, what do you really know about their skills? Is their score due to an anxiety or cultural barrier? Shock or trauma? Lack of schooling? Does their culture even have a written language? This session will examine and discuss the wide range of literacy experiences and issues Level 1 ESL learners can bring to the classroom, as well as techniques for assessment and instruction to meet their diverse needs and support them to meet their potential. Participants will collaboratively plan to implement specific techniques for their lowest-level English language learners.

Primary Presenter: Duren Thompson, Center for Literacy Education and Employment
ESL/ELL, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Studio 9
Level 1 ESL: Supporting Pre-Literate and Non-Literate Learners
The NRS ESL Level 1 includes anyone who scores a zero on an approved oral or literacy assessment (or is “untestable” for some reason). Yet if a student scores a 'zero,' what do you really know about their skills? Is it an anxiety or cultural barrier? Shock or trauma? Lack of schooling? Does their culture even have a written language? This session will examine the wide range of literacy experiences and issues Level 1 ESL learners bring to the classroom, as well as techniques for assessment and instruction to meet their diverse needs.
**Primary Presenter: Lora Zangari, Lancaster Lebanon IU13**  
**Co-Presenter(s): Susan Finn Miller**  
ESL/ELL, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 9  
**Getting an Integrated English Literacy and Civics Education Program (IELCE) Off the Ground**

Come learn how one local program in Pennsylvania has gotten a new Integrated English Literacy and Civics Education (IELCE) program focused on health careers off the ground. The presenters will outline recruitment strategies, curriculum development, student support services, and partnerships with training providers and employers. Lessons learned for each component will be highlighted.

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**FAMILY LITERACY**

**Primary Presenter: Nakimia Agnew, The Family Resource Center of Mississippi**  
**Co-Presenter(s): Nakimia Agnew**  
Family Literacy, Session 5, Tuesday, April 2nd 8:00am-9:00am, Napoleon  
**Trauma: Thoughts, Feelings, Behaviors, ME**

The impact of trauma on a person is life changing. The challenges of survival behaviors developed due to trauma can have long lasting affects on a person's thoughts, feelings, and behaviors. This presentation will cover the impacts of trauma on both children and adults and will discuss what survival behaviors look like in our everyday interaction with others. We will further discuss ways to provide support for the adults that have suffered acute or complex trauma.

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**Primary Presenter: Chyna Andrews, Delgado Community College**  
Family Literacy, Session 10, Wednesday, April 3rd 8:00am-9:00am, Napoleon  
**Aged Adult: Appropriate Resources and Mindsets for Teaching Literacy Levels 0-3**

Teaching literacy to adults is difficult for many of us. Now imagine how the students feel when most phonics, decoding, and low Lexile resources which are available for classroom use are specifically designed for children. Adult educators must be very purposeful when choosing materials to use with this sensitive population of students. This session will provide an overview of quality literacy resources that are specifically designed for adult literacy students.
Primary Presenter: Dave Christopher, Academy of Music
Production Education and Development
Co-Presenter(s): Patricia Lovett
Family Literacy, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Napoleon

Working Outside of Your Silo: Creating Partnerships for the Community
In this session participants will learn the benefits of creating partnerships with local organizations, businesses, programs, or individuals. These partnerships will benefit the greater work of the shared community. We will discuss best practices for creating partnerships and share examples from the context of our NCFL Family Learning program. We will explore your strengths and weaknesses to determine who can best help your program and who your program can help. Why should you create partnerships? When is the best time to create a partnership? What does a good partner look like? You are not in this alone and no one person or organization is an island. Working inside of a silo can cause your organization to fail or fall short of its intended goal. Working inside of a silo can harm your community.

Primary Presenter: Anne Leigh Elmore, National Center for Families Learning
Co-Presenter(s): Amiee Mestaz
Family Literacy, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Salon C

Keeping the Circle Strong
The Family and Child Education program, implemented with support from the National Center for Families Learning, provides a strengths-based approach to building relationships among students. We will identify best practices for upholding cultural traditions by integrating Native American language and culture into reading, writing, and team-building activities.
Primary Presenter: Amanda Evans, National Center for Families Learning  
Co-Presenter(s): Mary "Jeannette" Schultz  
Family Literacy, Session 4, Monday, April 1st 4:00pm-5:00pm, Napoleon  
Demystifying Family Finances

Money is a challenging topic, and many parents may feel that talking about money with their children is taboo. Others may feel that money management is too complex a topic to explain to their children. Whatever their reluctance, parents need to be encouraged in discussing financial concepts with their children and become role models for using money wisely. Join in the conversation as we discuss family financial literacy, the role it plays in moving families forward, and dive into free resources available from the National Center for Families Learning (NCFL) and the National Endowment for Financial Education (NEFE). These resources include a gaming app to reach learners on the go, classroom books, and a booklet of games to help parents engage their children in the conversation about financial literacy.

Primary Presenter: Becky Goetzinger, National Center for Families Learning  
Family Literacy, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Napoleon  
Effective Pairings: Reading and Inquiry-Based Learning

Some things just go together. Wine and cheese. Cookies and milk. Reading and Inquiry. Oh, you aren’t familiar with that third pairing? Reading instruction is a key component of many adult basic education programs. However, students need to be motivated to read. Inquiry can help provide this motivation! Join me to learn how to pair specific reading strategies with inquiry-based content from Wonderopolis. Build your students comprehension, vocabulary, and fluency through intentional instruction using the Wonders of the Day. Adult learners can then take what they have learned in your program home to their families. Wonderopolis allows families with children to read, explore, and wonder together. Learners can practice reading with their children and extend that learning with activities suggested for each Wonder of the Day.
Primary Presenter: Patricia Lovett, National Center for Families Learning  
Co-Presenter(s): Robb Gallegos  
Family Literacy, Session 2, Monday, April 1st 11:15am-12:15pm, Napoleon  
Unmasking Student Potential Through Family Service-Learning Projects  
that Deepen Learning Outcomes  
Service-Learning, an integration of service projects with learning, has been widely implemented in K-12 and higher learning contexts. Similarly, adult education implementation holds promise as a way to contextualize academic learning and soft skills development. In this session, we will overview the process of Family Service Learning and discuss specific examples of deeper learning outcomes for adult learners in Toyota Family Learning at Metropolitan State University-Denver. Participants will learn specific strategies for engaging adult learners and families in service-learning projects as well as how to structure mini-lessons to support projects.

Primary Presenter: Christian Nelson, Oakland Unified School District  
Co-Presenter(s): Kim Jones, Suzanne Ludlum  
Family Literacy, Session 3, Monday, April 1st 1:30pm-2:30pm, Napoleon  
Empower Students, Families, and Communities Through a Two-Generation/Family Literacy Program  
“It’s bigger than all of us,” is how one adult education student describes his family literacy program. A two-generation/family literacy program is a powerful model which serves and empowers not only adult students, but also families and communities. Student voices, a teacher, an administrator, and a former state director will share their experiences in Oakland, California: successes, challenges, and lessons learned. Inspired by the four-component national family literacy model, OACE has spearheaded a unique approach to family literacy that will support implementation in your own adult education program.
Primary Presenter: Heather Ritchie, Carlos Rosario  
Co-Presenter(s): Elani Lawrence  
Family Literacy, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Napoleon  
**Blended Learning in an ESL for Families Program for Low to High Beginning ESL Learners**  
The program administrator and PD coach will discuss the evolution of implementing a blended learning/hybrid curriculum in a family ESL class. The program worked with an outside partner and internal curriculum development team to create a blended learning family ESL program for low to high beginning (NRS ESL Levels) students. Attendees will identify the difference between hybrid and blended learning models as well as benefits and challenges of migrating a program to these models. The team will also communicate how the group overcame different challenges, how each version improved the curriculum, and how students responded. Attendees will also evaluate data, discuss ideas for how to assess a hybrid/blended program, and learn from teachers and administrators what it takes in time and resources to implement this model. Participants will also have the opportunity to experience tech activities designed for the ESL for Families classroom via their own cell phones.

**FINANCIAL LITERACY**

Primary Presenter: Patricia Avery, Consumer Financial Protection Bureau  
Co-Presenter(s): Ken McDonnell  
Financial Literacy, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Iberville  
**Integrating Financial Capability into Programs and Services: Resources from the Consumer Financial Protection Bureau**  
Financial challenges can prevent students from achieving their goals. The Consumer Financial Protection Bureau’s free resources equip libraries, social services, and educational institutions to help students understand what financial empowerment and stability can mean for them. You’ll learn how libraries can partner with the Bureau and how its Your Money, Your Goals resources equip social services staff, educators, and volunteers to help students explore their own perspectives on money, debt, and spending. Hands-on tools, interactive learning activities, and specialized companion guides effectively support work with people of low incomes, Native Communities, the reentry population, and people with disabilities. Participants will receive printed copies of Bureau resources.
Primary Presenter: Audra Jones, Cuyahoga Community College
Financial Literacy, Session 5, Tuesday, April 2nd 8:00am-9:00am, Iberville
Financial Literacy in the Classroom and Beyond
Learn how to incorporate financial literacy into the classroom and beyond. This session will help identify practical resources to help create a dynamic classroom experience around the topic of financial literacy. Topics include smart shopping, taxes, budgeting, credit, borrowing, money, growth, and more. Suggested tools: mobile device, computer, or tablet.

Primary Presenter: Maria MacDougal, Finance Authority of Maine
Financial Literacy, Session 3, Monday, April 1st 1:30pm-2:30pm, Iberville
College & Personal Financing for Adult Learners: Tools and Best Practices for Adults Accessing Higher Education
An overview of the financial aid process for adults, "College & Personal Financing for Adult Learners" will cover the important information needed to complete the FAFSA, search for scholarships specific to adult learners, and how adult education providers can support access to postsecondary education. In addition, the presentation will cover financial literacy basics for adults starting or returning to college which can impact academic success and credential attainment.

Primary Presenter: Michael Matos, Albany Park Community Center
Financial Literacy, Session 1, Monday, April 1st 8:00am-9:00am, Iberville
Financial Literacy for All: Money Math Matters
Real-world money education that delivers real-world financial topics and tools makes 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. Gain ideas for activities that your students can complete and conclude that money management is fun and easy to understand. Participants in small groups will use mathematical evaluation skills to work through word problem activities. It will be emphasized that financial literacy is meant to be learned and practiced in an interactive and technological environment. We will use manipulatives, station-to-station activities, websites, and documents throughout. Design and deliver activities to help students learn to make informed money decisions affecting their lives now and in the future. Throughout, activities will connect money knowledge to life-skills, further education, and assessments.
Primary Presenter: Peggy Muldoon, NEFE  
Financial Literacy, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Iberville  
40 Money Management Tips: Every Student Should Know  
The financial decisions young adults make during college might involve a few dollars or thousands of dollars. It’s not always easy to know what the best choices are when moving beyond life with parents or guardians and toward financial self-sufficiency. This workshop helps students learn how to take control of their money instead of letting their money take control of them.

Primary Presenter: Katherine Sauer, National Endowment for Financial Education  
Financial Literacy, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Iberville  
Helping Adult Learners Understand What Drives Their Financial Decisions  
The financial decisions we make every day are only partially based on facts and logic. Our financial decisions are also influenced by inner drivers that we are often not even aware of—unconscious needs, wants, and “shoulds.” These inner drivers become the values that affect all of our financial decisions. The free LifeValues Quiz is a research-based tool that can be used with adult learners to help them understand the unconscious drivers that influence their everyday money habits. Session participants will take the LifeValues Quiz, learn about the 4 inner values that drive financial behaviors, and learn how to utilize the resource with adult learners. The LifeValues Quiz is a fun activity to include in programming that covers topics like spending, saving, and household financial decision-making.

Primary Presenter: Mary Jeannette Schultz, National Endowment for Financial Education  
Financial Literacy, Session 10, Wednesday, April 3rd 8:00am-9:00am, Iberville  
Informed Retirement Decisions: Protecting Yourself from Fraud  
This workshop is primarily intended for adults in their 50s and early 60s who are thinking ahead to retirement when they will no longer have new income sources. The decisions they make about how personal and financial information is protected can have a significant impact on their retirement paychecks. If they become a victim of fraud or deceptive actions, they have challenging income-reducing circumstances at a time when new sources of income are limited.
Primary Presenter: Mary Jeannette Schultz, National Endowment for Financial Education

Co-Presenter(s): Peggy Muldoon

Financial Literacy, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Iberville

After Sharing Money Skill Strategies with Former Inmates, Here’s a Way to Measure the Success of the Program

Designed for facilitators, educators, and volunteers, this workshop will walk you through teaching money strategies to former inmates in making a successful re-entry into society. 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. Then, facilitators, educators, and volunteers can measure the financial education program with simple, effective evaluations that make it easy to demonstrate learning and show the value of this personal finance curriculum.

Primary Presenter: Mary Jeannette Schultz, National Endowment for Financial Education

Financial Literacy, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Iberville

Family Money Skills

Providing basic tools for financial success is an important step to help improve the lives of low-literacy populations. Success is heightened when parents and children learn together and support one another in making smart, beneficial money decisions. This workshop provides the tools to help families openly discuss money matters and gain the critical life skills needed to make smart financial choices. Key content includes understanding wants versus needs, setting savings goals, earning money, shopping wisely, planning, and banking.

Primary Presenter: Mary Jeannette Schultz, National Endowment for Financial Education

Financial Literacy, Session 2, Monday, April 1st 11:15am-12:15pm, Iberville

Money Management for Adult Learners: Ways to Affordable Continuing Education

Adult learners and nontraditional students may be discouraged by the thought of paying for school and handling the workload along with their other financial, family, and community responsibilities. This sessions will empower students to further career goals through college or other forms of continuing education.
Primary Presenter: Robin Booth, ESC Region 6
Health Literacy, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Bacchus
Just for the "Health of It!" —Let’s Integrate Health Literacy into the ESL Classroom
Adult immigrants, especially those who don’t speak English well, are at great risk of experiencing negative outcomes related to low health literacy. This presentation is for practitioners who wish to introduce basic healthcare topics into their ESL classrooms. Participants will take part in hands-on activities and explore recommendations for additional resources they can use immediately to develop health literacy in their classrooms. Handouts and instructional resources will be provided.

Primary Presenter: Iris Feinberg, Adult Literacy Research Center, Ga State University
Health Literacy, Session 4, Monday, April 1st 4:00pm-5:00pm, Bacchus
Partnering to Provide Health Literacy Education in the ABE Classroom
Health is a crucial life topic that can be integrated into adult literacy classrooms through an organized health education curriculum or by students who have questions about disease, health behaviors, or access to health care. Many community health organizations serve the same populations as health providers and ABE programs do; formal and informal partnerships between these groups bring valuable expertise to a hard-to-reach population with both literacy needs and health needs. Adult educators will learn how to collaborate with other organizations to improve student knowledge, promote healthy behaviors, better understand access to care, learn how to ask questions of health providers, and better advocate for health needs. We will discuss skills-based and experiential opportunities to engage students in robust and interactive dialogue about health and healthcare.
Primary Presenter: Dena Giacometti, Chicago Citywide Literacy Coalition
Health Literacy, Session 10, Wednesday, April 3rd 8:00am-9:00am, Bacchus
Community Connection—Connecting Students to a Healthcare Home
The presenter will outline the design of seven modules that are taught in the adult education classroom. These modules include: Navigating the Healthcare System – Tour of the FQHC, Diabetes, Heart Disease, Obesity, Mental Wellness, Talk to a Doctor, and Personal Care. We will discuss the design sessions that program staff participated in to prepare the modules, go over the process for ensuring the modules are participant-centered, and emphasize engagement with and interaction by the participants. We will look at one of the modules in-depth and individuals will see where they can find all modules on the CCLC website. Part of the project is that programs understand that these will be available to the field through our website.

Primary Presenter: Melissa Mendoza, Louisiana Department of Health - Bureau of Nutrition Services
Health Literacy, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Bacchus
Takin' It to the Streets—A Second Line for Public Health & Adult Education
New Orleans is famous for its second line parades. While the first line may lead the parade, the second line, with its brass bands blaring, dancers buck-jumping, and handkerchiefs waving, is what leaves a lasting impression. While public health professionals may be seen as the first line of public health, adult educators can play an exciting role as public health second liners. Adult education students face profound barriers in health related settings and are more likely to be uninsured and to die unnecessarily from a chronic disease than are adults with higher educational attainment. This program will introduce adult education instructors to three major public health issues and how they can be included in classroom lessons. This program aims to unmask your potential to reduce health disparities and increase positive health outcomes by integrating public health literacy into the classroom.
Primary Presenter: Veronica Pitt, Broward County Community Schools
Health Literacy, Session 2, Monday, April 1st 11:15am-12:15pm, Bacchus

Building Health Literacy for Disenfranchised Students
Many immigrants arriving in the United States often have limited language and academic skills and poor resources in place to acculturate them comfortably into a society that can be, at best, overwhelming. Often relegated to live in obscurity, this population can quickly become the disenfranchised ones forced to self-assimilate because of inadequate programs in place and a lack of well sustained networks. In this session we will look at how educators, curriculum leaders, and interested stakeholders can provide improved health literacy to help disenfranchised individuals become more engaged with their health and healthcare. The focus will be based on how the Haitian community in one area of Broward County is struggling with chronic health issues and the responses that were weaved into our ESOL curriculum to improve awareness.

Primary Presenter: Steven Sparks, Wisconsin Health Literacy
Health Literacy, Session 3, Monday, April 1st 1:30pm-2:30pm, Bacchus

A Quick and Easy Primer to Better Understand and Support Adult Learners with Low Health Literacy
Those with low health literacy may have difficulty navigating the healthcare system, understanding health information, and managing self-care and chronic diseases. They often seek out ABE and ELL program staff for help. Whether you know a lot or a little about health literacy, learn more about its impact on your students’ health. Learn how literacy and health literacy are the same and how they are different. Become aware of which population groups are most at risk. Recognize the obvious and the not-so-obvious signs of low health literacy and the impact of culture and language. Included are examples of curricula and materials available free and designed to be used with low health literacy audiences. Topics will include effectively using the healthcare system, effectively using medications, including opioids, and avoiding the flu. During the session, participants will try out interactive activities used in these programs.
Primary Presenter: Steven Sparks, Wisconsin Health Literacy  
Health Literacy, Session 5, Tuesday, April 2nd 8:00am-9:00am, Bacchus  
Win-Win-Win: Building Partnerships Between Adult Learners and Health Care Organizations  
Learn how the vast life experience of adult learners can benefit healthcare and other companies when educational institutions or community-based organizations (CBOs) involve adult learners in providing feedback on products and services. One successful learner-company partnership involved using adult learners to test a physician referral website. In another, an ABE class gave feedback on hospital navigation. Session attendees will get hands-on experience on document testing or website review. This session is for anyone wanting to help get adult learners involved in this kind of experience and will explain what programs could be offered and how they can be marketed. Companies win by effectively reaching more people with their messages. Adult learners win by gaining confidence and self-efficacy. Educational institutions or CBOs win by providing new learner experiences. There may also be a financial benefit for learners and organizations. Bring a laptop, tablet, or smartphone.

HIGH SCHOOL EQUIVALENCY/POST-SECONDARY

Primary Presenter: Cynthia Bell, Literacy Assistance Center  
High School Equivalency/Post-Secondary, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony K  
Using Academics to Develop Learners Employability Skills  
Employability skills are vital to the success of our learners, but they are often taught in the vacuum of workforce development. Likewise, academics tend to be relegated to their own section of some programs. What would happen if we used academic development to grow our learners’ employability skills? In this session, we will dissect how best practices for teaching and learning numeracy and literacy can simultaneously develop the 9 Employability Skills in your learners.
Primary Presenter: Debbie Bergtholdt, GED Testing Service
High School Equivalency/Post-Secondary, Session 5,
Tuesday, April 2nd 8:00am-9:00am, Balcony K

All About Accommodations
The accommodation landscape is changing rapidly. It is important for everyone to understand what accommodations are available on high stakes tests which will help candidates with disabilities unmask their potential. This session will discuss the types of accommodations that are available and how to assist test takers in securing the proper documentation to request them. We will discuss why some accommodations are not approved because of test security issues and what alternatives might be available. We will talk about low-cost testing clinics and agencies that can assist with testing or funding to secure the necessary documentation. In addition, we will talk about how to work with students with disabilities to ensure that they practice with their approved accommodations and are comfortable with them before they test.

Primary Presenter: Sheila Butler, Monroe County Community School Corporation

High School Equivalency/Post-Secondary, Half-Day Preconference,
Sunday, March 31st 12:30pm-3:30pm, Regent

How to Fast Track Students and Change Your and Their Mindset of Success.
Fast track math in as little as 6 weeks or less, get your students ready to pass their HSE and college placement tests, and give them success in math, some for the first time in their lives. The presenter will share videos of her methods, examples of her materials, and the order that has worked for 17 years. This works in conjunction with creating a mindset of success. How do you create a mindset of success in students who have repeatedly met failure? The presenter will share what has worked for her and been perfected over the last 7 years. Working in partnership with her fast track math ideas, she will share other subject methods she uses as well as her two-day prep to get students believing they will succeed.
Primary Presenter: Jason Carter, Educational Testing Service (ETS)
Co-Presenter(s): Douglas García, Jonna McDonough, Adam Springwater
High School Equivalency/Post-Secondary, Session 1, Monday,
April 1st 8:00am-9:00am, Balcony K
ETS HiSET® Program Updates

In this session the HiSET® management team will demonstrate how the HiSET exam aligns with the College and Career Readiness Standards for Adult Education, granting individuals without a high school diploma the opportunity to earn their state-issued high school equivalency credential and move toward postsecondary education or a better career. A slide deck will be shown to provide an overview and facilitate a discussion on all program updates and teaching resources. Participants will hear an overview of the HiSET Exam, test preparation, test administration, accommodations options, ETS customer service, scoring, and reporting. The presenter will discuss any new program initiatives, as well as provide an update on new marketing materials and successful efforts taken as part of the test taker outreach campaign. Information about partnerships with preparation providers will also be highlighted. Participants will also be able to converse and ask questions regarding the exam with a HiSET program manager.

Primary Presenter: S. Michele Echols, Independent Consultant
High School Equivalency/Post-Secondary, Session 4, Monday,
April 1st 4:00pm-5:00pm, Balcony K
Digital Literacy for Instructional Practices

Digital literacy is a key component of critical thinking and analysis development in adult education today. This workshop will help instructors connect technical skills to knowledgeable practices and standards. In addition, instructors will understand the importance of developing rubrics to assess students’ progress and identify what different stages of mastery look like. During the workshop, participants will delve into effective teaching practices for digital skills and review a range of digital literacy standards, data literacies, and open practices. Through the workshop, participants gain a broader understanding of digital literacy as an intrinsic element of adult education. Upon completion of the workshop, participants will understand how to create a learning design plan for their instructional activities that is aligned with a digital literacy standard and assessment framework.
Primary Presenter: Vinod Lobo, Learning Upgrade LLC
Co-Presenter(s): Drew Robinson
High School Equivalency/Post-Secondary, Session 3, Monday,
April 1st 1:30pm-2:30pm, Balcony K
How an App Can Improve GED® & HiSET® Passing Rates
See how instructors use the new Learning Upgrade app to help learners pass the GED® and HiSET® exams using their own smartphones. Learners use their own smartphones to “binge learn” at home, moving through a sequence of lessons designed to cover HSE test topics with instruction, practice, and audio-visual help.

Primary Presenter: Christina Miller, Paxen Publishing, LLC
Co-Presenter(s): Richard Semancik
High School Equivalency/Post-Secondary, Session 10, Wednesday,
April 3rd 8:00am-9:00am, Balcony K
The Best of Both Worlds—Using Blended Learning for Success
The right mix of face-to-face classroom teaching and online software instruction can lead to more effective programs where your students are taught how to become better independent learners. When academic content is delivered in a variety of modalities – print materials and online – we improve student engagement and boost their motivation to learn. This session will identify different instructional designs of blended learning where the walls of the classroom are extended beyond the brick and mortar learning environments. PAXEN Focus and Skills Tutor are two online solutions from PAXEN Publishing that provide the perfect digital programs that, when combined with the Steck-Vaughn print materials, provide a winning solution for including a blended learning classroom in your instructional program. We will discuss other HMH research-based digital resources that provide adaptive technology and ongoing assessments for your curriculum needs.
Primary Presenter: Christina Miller, Paxen Publishing, LLC
High School Equivalency/Post-Secondary, Session 12, Wednesday,
April 3rd 1:15pm-2:15pm, Balcony K

TABE Tutor Will Get You Through Those Level to Level Gains
With TABE 11/12 bringing you challenges in your classroom, PAXEN Publishing is providing
you the solutions to answer the challenges. TABE Tutor has the instructional lessons that target
the skills needed to make the NRS level to level gains that are critical for performance-based
funding. This session is more than an overview of our new TABE Tutor series. We will analyze
and follow the results of a completed TABE 11/12 through a breakdown of what skills are
needed to move from non or partial proficiency to complete proficiency on the posttest. We will
translate these results into success for your students! Our outcome goals translate into
understanding TABE 11/12, identifying how assessment guides instruction, and reviewing
TABE Tutor Correlation in relationship to TABE Tutor.

Primary Presenter: Christine Park, Waipahu Community School for Adults
Co-Presenter(s): Sina Atanoa
High School Equivalency/Post-Secondary, Session 6, Tuesday,
April 2nd 11:00am-12:00pm, Balcony K

Bridging the Generational Gap in Adult Education: TheWhats,
Whys, and Hows of Generations X, Y, and Z
Ever think that the younger generations of students are just not what they used to be? While
students in adult education may all be adults or emerging adults, their generational beliefs,
values, attitudes, and behaviors will likely differ. Understanding these differences can help
educators, counselors, and administrators to better meet the multi-generational needs of students
in adult education learning environments. This presentation will share background knowledge
of Generation X, Millennials (Generation Y), and the up-and-coming generation, Generation Z.

Through an engaging lecture, activities, and discussions participants will learn about
generational characteristics and how this information can be used across adult education
settings. Participants will also learn about strategies to work with students from various
generations and will engage in self-reflection and activities in order to come away with a greater
understanding of generational differences and what it means for adult education and the
workplace.
Primary Presenter: Kristy Rooney, Austin Public Schools
High School Equivalency/Post-Secondary, Session 8 & 9, Tuesday,
April 2nd 2:45pm-5:00pm, Balcony K
The Missing Key: Using Mindset Neuroscience to Improve
Student Resilience and Retention
A student shows up at our doors ready and excited to change their life. The first step is getting
their GED® certificate, but soon after they just disappear. Did they just not want it enough
Understanding how our brain works (and sometimes works against us!) is a "missing key" to
helping students create lasting change. Come away with a deeper understanding of the
neuroscience of mindset, the power of psychological safety in the classroom, and learn how one
program used these ideas to double classroom hours two years in a row. This highly acclaimed
lecture-style session will give you insights that can be used in both your professional and
personal life.

Primary Presenter: Mitch Rosin, Aztec Software
Co-Presenter(s): Emma Diaz
High School Equivalency/Post-Secondary, Session 11,
Wednesday, April 3rd 11:00am-12:00pm, Balcony K
National External Diploma Program in San Bernardino, CA
The Inland Adult Education Consortium, in partnership with the San Bernardino Workforce Development Board, were looking for a way for people to complete their high school diplomas that was flexible and met the needs of employers and participants who need to juggle work, family, and training. The National External Diploma Program (NEDP) was selected because it allowed for cross-agency implementation while meeting both the academic and career training goals of the partner agencies.
Primary Presenter: Jayne Smith, Iowa Department of Education  
Co-Presenter(s): Mike Williams  
High School Equivalency/Post-Secondary, Session 2, Monday,  
April 1st 11:15am-12:15pm, Balcony K  
**Iowa's Approach to High School Equivalency Diploma (HSED) Alternative Pathways**  
This session will provide a detailed overview of Iowa's High School Equivalency Diploma Alternative Pathways that went into effect July 1, 2018. Four alternative pathways will be discussed: 1) HSED program based on a department-approved test; 2) HSED program based on attainment of high school credit; 3) HSED program based on postsecondary degree; and 4) HSED program based on foreign postsecondary degree. Age requirements, parental consent, residency requirements, comprehensive intake, fees, reporting, and core and elective credit requirements are examples of topics that will be covered for each of these four options.

Primary Presenter: Ivana Stevens, Nash Community College  
High School Equivalency/Post-Secondary, Session 13,  
Wednesday, April 3rd 2:30pm-3:30pm, Balcony K  
**High School Equivalency (HSE) Honors Boot Camp: A Model for Student Success**  
The High School Equivalency (HSE) Honors Boot Camp program was designed to prepare students for the HiSet® test in just five weeks. Since its inception, Boot Camp has been modified a number of times to better serve students, been expanded to a year round offering, and has developed into the most successful class offered in the College and Career Readiness department at Nash Community College. In this session, you will gain insights into the extremely successful HSE Honors Boot Camp, including the course format, success rates and stories, requirements and expectations, how you can implement a similar program, how to make transitioning tangible, the marketing impact, potential barriers to implementation, and workarounds.
The idea of Integrated Education and Training courses may not be new in Washington or New York, but it was certainly new to adult educators in Indiana in 2017. When my program director asked me to write our first one, everything about it was experimental! Two years, seven IET courses, and many students later, we are still experimenting! We have also gained a clear understanding of what it takes to create a course that will help move students toward the career goal of an industry-recognized certification along with the educational goals of improved English and/or a high school equivalency diploma. In this session, I would like to share with you an overview of the process we have developed for creating an IET curriculum map that satisfies the WIOA grant requirements, choosing student participants, and implementing the course in the way that is most effective for the students.

Primary Presenter: Carol Clymer, Penn State University
IET, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 1
Planning for Integrated Education and Training: A Career Pathways Strategy
This interactive pre-conference will outline the components of Integrated Education and Training (IET) and provide opportunities to develop a plan and instructional materials using processes that align with WIOA requirements. The OCTAE IET Checklist will be introduced as a tool to frame IET development and its application for IELCE programs. Activity topics will include the role of an IET as part of a career pathway, using local labor market information, identifying needed partnerships, aligning workforce preparation skills, developing a single set of learning objectives, and creating a contextualized curriculum aligned to occupational training. The culminating activity will allow participants to develop their own plan of action for an IET. All participants will receive a copy of the Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program developed at the Institute for the Study of Adult Literacy at Penn State University.
**Primary Presenter: Carol Clymer, Penn State University**  
IET, Session 1, Monday, April 1st 8:00am-9:00am, St. Charles  

**Integrated Education and Training: Planning from A to Z**

Integrated Education and Training (IET) is a useful strategy to help adult education and English language students accelerate occupational skill building and job preparation while building academic and language skills. However, there are many moving parts and it is not always clear who is in charge. This session will outline the essential steps needed to plan and implement IETs successfully in the context of WIOA as well as provide tips for building partnerships and addressing local system issues. A planning tool will be provided and discussed. Participants will also have the opportunity to discuss challenges implementing IETs and ways to address them.

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**Primary Presenter: Bevan Gibson, Southern Illinois Professional Development Center**  
Co-Presenter(s): Aimee Julian, Sarah Goldammer  
IET, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, St. Charles  

**An Essential Partnership for WIOA: Combined Professional Development for Adult Education and CTE**

Illinois’ professional development providers for Adult Education and Career and Technical Education have collaborated since the inception of Accelerating Opportunity in 2011 and have continued using our own brand of IET, ICAPS, Illinois Career and Academic Preparation System. Combined professional development has laid a firm foundation for fulfillment of WIOA requirements. Learn about the Forum for Excellence, our combined state conference bringing together AE and CTE professionals. View the IET/ICAPS Planning Template created with the assistance of experienced AO/ICAPS programs in Illinois. Hear about our Transitions Academy, innovations in IET/ICAPS in our state, and the ICAPS website. We’ll share stories of lessons learned and share our developed resources.
Primary Presenter: Kim Glenn, EDSI  
Co-Presenter(s): Ken Mall  
IET, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, St. Charles  
**Unmasking IET Success: Engaging Workforce Boards, Employers, and Sector Partnerships/Industry Associations**  
This presentation will share best practices in how to engage workforce development partners to maximize the success of IET programs. It will explore how to design employer driven IET programs and how to leverage partnerships with workforce boards, employers, and sector/industry partnerships. Tools to help IET programs bring in workforce development stakeholders will be shared, and case studies of programmatic success will be discussed.

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Primary Presenter: Karyn Goven, Michigan Association of Community and Adult Education  
IET, Session 4, Monday, April 1st 4:00pm-5:00pm, St. Charles  
**Integrating Workforce Preparation and Training in IET and IELCE in Detroit**  
Southwest Economic Solutions located in Mexicantown has provided Detroit an excellent model for workforce training. Along with their partner, Michigan Works and trainers, SWES has created a one-of-a-kind program that meets the needs of a variety of students. Participants will be able to examine established curriculum for work readiness and contextualized materials for instruction, and they will learn how to replicate this model for individual program use.
Primary Presenter: Catherine Green, American Institutes for Research  
Co-Presenter(s): Amy Dalsimer  
IET, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Balcony L  
Integrated Education and Training (IET) Implementation Clinic: Innovative Approaches to Professional Development

Under the Workforce Innovation and Opportunity Act, improving adult learners’ ability to attain a job with family-sustaining wages is a high priority. One vehicle to achieve this is Integrated Education and Training (IET) programs set within career pathways. While there are several professional development (PD) resources that introduce IET concepts and program models, many adult educators struggle as they put policy into practice and during the implementation phase. In particular, adult education and literacy instructors and technical skills instructors are challenged to create a single set of learning objectives. Program administrators, likewise, need guidance in supporting IET teachers effectively. This presentation will highlight recent, innovative approaches of the American Institutes for Research to support IET implementation among AEFLA providers across California. The co-presenters will describe PD strategies used in their implementation clinic and lessons learned. Participants will experience an interactive activity from the clinic and receive additional PD resources.

Primary Presenter: Jenna Kelly, Virginia Department of Education- Office of Career, Technical, and Adult Education  
IET, Session 11, Wednesday, April 3rd 11:00am-12:00pm, St. Charles  
Effectively Serving English Language Learners with an Integrated Education and Training Model

This presentation provides an opportunity for participants to hear directly from Virginia the challenges and solutions of implementing a Section 243 IELCE program under WIOA. This session will also introduce the IET Planning Tool, which is a graphic organizer that aids IET programs in creating compliant and robust IET programs. Participants will have the opportunity to work with the IET Planning Tool and also talk about their own challenges and solutions in serving English language learners in their programs.
Primary Presenter: Barbara Kozek, Atlantic Cape Community College  
IET, Session 2, Monday, April 1st 11:15am-12:15pm, St. Charles  
Successful Integrated Education and Training Programs for English Language Learners in the Hospitality/Tourism Industry

Atlantic Cape Community College has developed three successful IET programs for careers in the hospitality and tourism industry. In anticipation of the opening of two new casinos in 2018, Atlantic Cape Community College developed three IET programs for mid to high level English language learners: Bilingual Front Desk Representative, Bilingual Blackjack Dealer, and Bilingual Roulette Dealer. Successful Front Desk Representative students earned the Certified Guest Service Professional (CGSP®) certification and the Front Desk Representative Certification (CFDA®) through the American Hotel and Lodging Associations Educational institute. Students in the gaming programs received the Certified Guest Service Professional credential as well as the New Jersey Casino Control Commission Gaming License #35. This workshop will discuss how to choose appropriate IETs for your area working with your local WBD and the development of curriculum. Outcome measures related to WIOA Title II NRS Tables will be discussed.

Primary Presenter: Wendy Scheder Black, Pima Community College  
Co-Presenter(s): Laurie Kierstead-Joseph  
IET, Session 3, Monday, April 1st 1:30pm-2:30pm, St. Charles  
From I-BEST to Early I-BEST: Designing IETs That Start Students on Career Pathways at Earlier Levels

I-BEST is a recognized and successful IET model that helps adult learners access and succeed in postsecondary level career and technical programs. However, this robust model may not be the right fit for students at a lower skill level, and it can be a difficult model to implement for programs not closely engaged with a community college in their region. We will share our approach to developing IETs with shorter, industry-recognized credentials and stackable training opportunities for our lower-skilled students. Participants will learn about four of our Early I-BEST programs in health, business, and IT and explore the differences and similarities between I-BEST and Early I-BEST models. Learn how to work with collaborators to identify sectors and training opportunities that will get students started on a career pathway. Participants will leave with concrete strategies and tools for developing Early I-BEST models in their own contexts.
Primary Presenter: Leecy Wise, Reconnection Company
IET, Session 5, Tuesday, April 2nd 8:00am-9:00am, St. Charles
Separate? No, Integrate with IET!
Curriculum integration is not a new “kid” on our instructional block. It is, however, a newly-mandated process for programs funded under WIOA and one that has leapt into the limelight on our adult education stages. Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation and training in order to help learners advance toward meeting their life goals. This session invites all who serve adult learners to define the curriculum integration and occupational training process in its current workplace context, to examine research and resources to support its application, to contribute examples of implementing the three components included in IET programs, and to evaluate sample activities in integrated lesson plans developed for a variety of instructional areas.

Primary Presenter: Carolyn Zachry, California Department of Education
Co-Presenter(s): Anson Green, Cory Rayala, Mary Jo Ochoa
IET, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, St. Charles
How Are California and Texas Unmasking Student Potential Through IELCE and IET?
California and Texas are home to 1 out of every 3 immigrants in the United States. Come hear from the state directors of the two largest states about how they serve their adult English language learners through the Integrated English Literacy and Civics Education (IELCE) program of the Workforce Innovation and Opportunity Act (WIOA). Participants will come away with examples of model IELCE programs, lessons learned through the implementation process, and a greater appreciation for the incredible potential for the Integrated Education and Training (IET) model to positively impact the lives of adult students.
IMMIGRANT INTEGRATION

Primary Presenter: Shawn Chakrabarti, DHS USCIS Office of Citizenship
Immigrant Integration, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 8
Tools to Help the Refugee Learner
Attendees will walk away with a little inspiration, several strategies, and a needs assessment tool to use with refugee learners. Many of these tools and strategies apply to many groups of new Americans and would appeal to a wide range of adult ESL educators. Each activity or lesson plan presented can be adapted to low beginner to advanced English proficiency levels.

Primary Presenter: Jennifer Gagliardi, Milpitas Adult School
Immigrant Integration, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Studio 8
Tech Tools for Civic Engagement
Empower students to use technology to stay informed about the latest developments related to immigration, naturalization, and other government policies. Use mobile and online tools to encourage greater fluency and civic engagement! Participants will identify immigration, citizenship, and civics online resources in the form of mobile apps, websites, podcasts, videos, and more.
Primary Presenter: Katherine Gebremedhin, WES Global Talent Bridge
Co-Presenter(s): Lauren Gilwee
Immigrant Integration, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 8

Innovative Partnership Models for Skilled Immigrant Integration

While employers struggle to find qualified workers in high-demand fields, there is a significant talent pool that remains largely untapped: highly skilled, foreign-trained immigrants. One in five college-educated immigrants are unemployed or seriously underemployed, resulting in what has been termed “brain waste.” This waste of human capital affects not only these immigrants themselves, but also represents an enormous societal cost. Research has shown that annually the U.S. misses out on nearly $40 billion in foregone wages and $10 billion in foregone tax revenues that can be attributed to brain waste. While targeted investment in supports for this population has shown tremendous return on investment, mainstream programs and funding streams are rarely designed to leverage foreign-trained talent. Increasingly, however, innovative solutions have emerged across the country, ranging from initiatives that focus on foreign credential recognition, to programs that provide career navigation for immigrant job seekers, to opportunities for contextualized ESL. This session will feature collaborative efforts taking place at the state and local levels that involve businesses, technical and community colleges, registered apprenticeships, nonprofits, and government agencies focusing on maximizing the potential of skilled immigrants as part of a pilot project, the Skilled Immigrant Integration Program (SIIP). This new initiative connects state and local communities to training and technical assistance and access to a peer learning network.

Primary Presenter: Anne Hackett, USCIS New Orleans District Office
Immigrant Integration, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 8

Naturalization 101: Overview of the Naturalization Process
During this presentation, a U.S. Citizenship and Immigration Services Officer will walk participants through the basic process of becoming a United States citizen. Participants will be encouraged to ask questions and will be provided handouts and resources.
Primary Presenter: Michael Jones, DHS USCIS Office of Citizenship
Immigrant Integration, Session 1, Monday, April 1st 8:00am-9:00am, Studio 8

The U.S. Naturalization Test: Teaching Objectives
This session provides an overview of the U.S. naturalization test and related teaching objectives. It reviews the content knowledge, as well as the specific listening, speaking, reading, and writing skills needed to complete all sections of the naturalization test developed by the United States Citizenship and Immigration Services (USCIS) Office of Citizenship.

Primary Presenter: Chelsea Lafferty, Center for Applied Linguistics
Immigrant Integration, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 8

Creating Safe Spaces for Diverse Populations: How to be Culturally Humble
All of our students come from different backgrounds and distinct cultures. Culture is intersectional—not any two persons in our classrooms, schools, or communities are culturally the same. Educators and service providers need to be equipped to express and discuss culture respectfully and humbly with adult learners in order to create a safe space in the classroom that extends to the community. This training offers an opportunity for self-reflection and interaction to engage educators and learners in communicating cross culturally. Participants will be empowered to understand and accept their cultural limitations by asking difficult questions about their own unconscious biases and stereotypes. Participants will begin or continue to build self-awareness of their own biases and learn tools to develop a reflective process to use in their classrooms.

Primary Presenter: Geno Malkiewicz, Elk Grove Adult and Community Education
Immigrant Integration, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Studio 8

Everyone Should Have a 10 Year Plan
Want your students to reach economic independence by working in a career that they love? Use the Career Choices and Changes (CCC) curriculum to gently guide learners through the process of making some of life's most important decisions. Students exit the 18 week course with a researched, realistic, and actionable plan for their postsecondary education, career, and lifestyle.

At Elk Grove Adult and Community Education's Career and Academic Preparation (Adult Basic Education) program, we are in our fourth year of using CCC, and about 95% of our ‘graduates’ have implemented their plans and are persevering. After completing the course, they are now more effectively contributing to their families, schools, workplaces, and communities through education/training and/or by earning a living wage from fulfilling careers. Come and see how CCC works and how it transforms lives.
Primary Presenter: Margie McHugh, Migration Policy Institute
Co-Presenter(s): Laura Vazquez, Heide Spruck Wrigley

Immigrant Integration, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Galerie 3

It’s Time: Beginning to Shift the Adult Education Instructional Paradigm to Value Support for Integration

Achieving successful long-term civic, economic, and linguistic integration is critically important to ensure the well-being and economic mobility of immigrant and refugee families, as well as the strength of communities where they settle. Leeway within the system to support successful integration has steadily narrowed in recent years; this trend accelerated in 2014 with passage of WIOA. While federal adult education provisions formerly allowed a more balanced approach to teaching English and meeting learners’ needs in their roles as parents, workers, and citizens, WIOA instituted mandatory performance measures that focus mainly on employment outcomes and the attainment of postsecondary credentials, placing no value on other essential integration skills or topics. This session will explore the potential for new approaches at the intersection of the adult education and immigrant integration fields that a wide range of stakeholders can champion to better support immigrants’ and refugees’ integration success.

Primary Presenter: Margie McHugh, Migration Policy Institute
Co-Presenter(s): Laura Vazquez

Immigrant Integration, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 2

Current and Potential Impacts of New Immigration Policies on Adult Education Programs and Students

In the first two years of President Trump’s term, many new, restrictionist immigration policies were put into motion, including dramatic cuts in refugee resettlement and significant expansions in both the categories of immigrants targeted for deportation and types of public programs whose use could trigger immigration penalties. In the wake of these actions, Congress has been considering a range of bills related to DACA/DREAM youth and various broader immigration reform measures. In this session, national immigration and immigrant integration experts will discuss the impacts of these and other immigration measures on the adult education field. Presentations will explore how these policies affect adult education programs and the differing reactions of states in several key policy areas, as well as ways in which adult education programs can continue providing support for immigrants’ educational and integration success despite the turbulent policy landscape.
Primary Presenter: Carmela Ochoa, Moraine Valley Community College  
Co-Presenter(s): Christian Torres  
Immigrant Integration, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 8  
Cultural Empowerment of Adult Spanish Learners  
Students enrolled in Spanish HSE classes are isolated from mainstream educational opportunities at community colleges due to language and cultural barriers and sometimes, unresponsive academic environments. Often, adult education programs are unaware of these potential points of disconnection. By recognizing the unique needs and challenges of this population, programs can begin to design and implement appropriate pathways for a better learning experience. Discover how to create a sense of community to help your students acclimate to the college experience by utilizing and integrating the strengths of their rich cultural background into your adult education program. This session will explore the strategies that the Moraine Valley Community College HSE program has developed to address the retention and transition of its Spanish HSE students. These strategies include creating programming that includes students’ family members and developing appropriate curricula that allow students to utilize their native language in the classroom.

Primary Presenter: Mihaela Popescu-Cosma, Lake Washington Institute of Technology  
Immigrant Integration, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 8  
Cognitive and Affective in Cultural Competence  
Awareness of human cognitive and affective dimensions is instrumental in understanding oneself and others and enhances cultural competence. The cognitive, shaped by one’s cultural/mental programming, is often divisive, while the affective promotes compassion and inclusiveness. This session helps participants decode their own mental/cultural programming and facilitates understanding and application of the science of compassion and appreciation towards bridging cultural gaps. The session addresses strands such as immigrant integration, student engagement, transitions, etc., in addition to educators’ professional development in line with equity, diversity, and inclusion initiatives in community college education across the country.
Primary Presenter: James Witte, Institute for Immigration Research, George Mason University
Co-Presenter(s): Denzil Mohammed

Immigrant Integration, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 8
Effective Transition of Underserved Populations into Four-Year Degrees: National Model for Postsecondary Success

In an era of increasing college access but floundering degree attainment rates, millions of young Americans lack any postsecondary educational credential. A new collaborative model between George Mason University and Northern Virginia Community College seeks to facilitate a cost-effective and seamless pathway to a bachelor’s degree for our most vulnerable students. In this session, learn about a program designed to provide a range of academic support and student services as a link between community college and a four-year degree. This alignment at the institutional level promises to ensure economic mobility and access to the American dream for typically underserved populations, including minorities and the many young people who are either foreign-born or raised in immigrant households who may be less familiar with the U.S. higher education system and face fear and uncertainty about their futures in the current political climate. Institutional reforms and collaboration will provide the critical missing link to enable all these students to achieve their full potential.

LEADERSHIP

Primary Presenter: Jody Angelone, The Ohio State University
Leadership, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 6
Leadership Book Clubs: "Unmask Your Potential" Using Online Book Clubs for Professional Growth and Collaboration

Our local program administrators have limited time and resources, but still value opportunities to interact with colleagues in ways that support their roles and provide personal and professional growth. Please join me to learn about how I developed an online leadership book club for program administrators and support leaders that offers several advantages over the traditional reading group model. I will share various benefits, a variety of resources, and ways to plan, organize, maintain, and even expand virtual book club options.
2019 COABE Conference Accepted Proposals by Strand

Please remember to use Ctrl + F for the search feature

Primary Presenter: Sharon Bonney, COABE
Leadership, New Attendee Meeting, Monday, April 1st 10:15am - 11:15am, Galerie 6

New Attendees Meeting
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.

Primary Presenter: Sharon Bonney, COABE
Leadership, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 6

Strand Partner Meeting
This meeting is especially designed with strand partners in mind! This meeting will give you the opportunity to ask questions and network with other strand partner leaders.

Primary Presenter: Sharon Bonney, COABE
Leadership, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 3

State Association Meeting
This meeting is especially designed with state leaders in mind! This meeting will give you the opportunity to ask questions and network with other state association leaders.

Primary Presenter: Tracy Hendrix, TRAIN PD @ TCALL/Texas A&M
Leadership, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Salon B

Effective Leadership Strategies for Program Improvement
As an administrator, director, coordinator, or supervisory staff at your local adult education program, how do you lead your staff in a way that will ensure that your program is on track to meet all the compliance measures and required paperwork? Leadership strategies will be shared and explored to help your program stay on track all year long. During this workshop, participants will: learn five leadership strategies to use right away, learn what effective leadership means and how to implement new strategies, learn how to re-evaluate goals periodically to determine ongoing effectiveness, and learn how important the team is to the mission of the program.
Primary Presenter: Krista Mosher, TRAIN PD @ TCALL, TAMU
Co-Presenter(s): Wayne Crandall
Leadership, Session 1, Monday, April 1st 8:00am-9:00am, Galerie 6

What Does the SOP Say?
Standard Operating Procedures (SOPs) are essential in successful programs, and in this presentation we will discuss strategies to make them effective, living documents. Participants will be guided through the steps to create effective SOPs to help improve communication between all staff members. This communication translates to better service delivery to students and other stakeholders.

Primary Presenter: H. Naomie Nyanungo, Office of Adult Education
Leadership, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Galerie 6

Adult Education in Community Schools: A Philadelphia Initiative
Philadelphia has twelve public schools that are officially designated as community schools. These community schools aim to be neighborhood centers where students, families, and neighbors access programs and services. In neighborhood surveys administered to each school community, adult education and workforce readiness were identified as needs. City agencies, community schools, and community-based agencies are collaborating to provide adult education services to meet the educational needs of parents and neighbors. This presentation will showcase the planning and implementation of this initiative and discuss the environmental and organizational factors that influence implementation. Lessons learned through this initiative will inform strategies for cross-sector collaboration for delivery of adult education, place-based learner recruitment, and promotion of learner retention and persistence.

Primary Presenter: Kathy Olesen-Tracey, Center for the Application of Information Technologies
Leadership, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Galerie 6

Decreasing Student Attrition Through Implementation of Trauma-Informed Practices
Often, we implement retention strategies designed to foster engagement with the program and the teaching and learning experience. But what happens when the reason students are leaving the classroom is due to prior trauma? Discover the research into trauma and explore how we can interject principles into our classroom and program designed to help students build resiliency and move toward post-traumatic growth.
Primary Presenter: Melissa Sadler-Nitu, Alamo Colleges I-BEST
Co-Presenter(s): Patricia Holubec
Leadership, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Galerie 6

Contextualization and Key Competencies—Make Each Career Pathway Lesson Count
Did you begin with the end in mind? Navigating career pathways is difficult; beginning with the end in mind is the key to building key competencies and effective contextualization. Learn to develop a systems approach to technical skill curriculum contextualization, along with essential skills. This presentation from Alamo Colleges will take you down into the weeds of individual competencies and how to contextualize, from Lexile Reading concepts, to basic essential skills, to preparing students for real work using employer-based scenarios.

Primary Presenter: Polly Smith, Alaska Adult Education Association
Co-Presenter(s): Tim Shenk, Cheryl Heister, Adriana Sanchez-Aldana, Steve Curiel, Sharon Bonney
Leadership, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 6

Educate and Elevate: The Groundbreaking National Public Awareness Campaign That Helped Move the Needle for an Additional $60M for Adult Education
Learn how to use the national public awareness campaign that rallied the field of adult education to coalesce around the mantra "Educate and Elevate: An Investment in America." Launched in April 2017, this campaign enabled members to make more than 86,000 legislative connections and elevated adult education success stories that caught the attention of "Success Files with Rob Lowe" and many others. Join us as we explore the campaign strategies and tools and learn how to easily communicate with your local, state, and national policy makers. We will feature how states have successfully modified and used the platform for their advocacy efforts and the outcomes of their work.
Primary Presenter: Danielle White, The Excel Center  
Co-Presenter(s): Corey Emery  
Leadership, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 6  
**Resilience Informed Leadership Practices for Adult Educators**  
Today’s educators need to develop ways to manage their compassion fatigue and become resilient educators so the students may be served; however, what if the team members have undergone trauma and/or have a high adverse childhood experiences score? In this session, participants will explore how to recognize their own trauma and the symptoms of compassion fatigue, how to support team members, and how to build resiliency for our educators.

Primary Presenter: Lauren Zavrel, Washington State Board for Community & Technical Colleges  
Leadership, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Galerie 6  
**Unmasking Human Potential in Prison: Tutor & Intern Development Behind Bars**  
GED® faculty Lauren Zavrel of Clark College in Washington will share trailblazing work she and her team have accomplished in prison education. Clark College in Larch Corrections Center will be the first education program within a prison to receive College Reading & Learning Association (CRLA) Tutor Training Certification in the world, upon approval. The CRLA Tutor Training Certification is recognized internationally, and having this certification pending is a game-changer for inmate tutors, both in terms of employment and academic scholarships upon release. Larch also features a graduate student internship program within the prison, which has yielded excellent results. Ms. Zavrel will guide participants through an abbreviated process to develop either tutor training OR an internship program so that they may brainstorm a functional model. Anyone with ambition and leadership leanings should attend!
Primary Presenter: Stephen Coleman, Manhattan Strategy Group  
Co-Presenter(s): Leecy Wise, Michael Cruse  
Learn with LINCS, Session 2, Monday, April 1st 11:15am-12:15pm, Balcony N  
Exploring the Literacy Information and Communication System Community of Practice:  
Highlights from the community discussions  
Explore what Literacy Information and Communication System (LINCS) members (adult education instructors, program administrators, curriculum developers, and professional development providers) from across the nation, find beneficial in the LINCS community. Join two LINCS community moderators as they share relevant resources, and coordinate special events such as guest-led discussions or expert-led webinars in this interactive forum, to learn about the online networking opportunities on LINCS and to explore the free LINCS resources offered to all visitors to the site. Additionally, a member of the LINCS community will provide their perspective on participating in community discussion groups, and you will learn how to join groups of interest to engage in discussions focused on critical topics in the field of adult education.

Primary Presenter: Susan Finn Miller, Lancaster Lebanon IU13  
Learn with LINCS, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Balcony I  
LINCS ESL Pro: Tapping Into Every English Learners’ Potential  
The LINCS ESL Pro project offers high-quality professional development resources on the following themes: Increasing the Rigor of Instruction, Integrating Digital Literacy into English Instruction, and Contextualizing Instruction to Support Adult English Learners onto Career Pathways. Each suite includes an issue brief, an online course, and a digital magazine chock-full of practical teaching ideas for teachers. Learn about these online professional development resources and hear examples of how teachers have been using the materials to tap into the potential of English learners at all levels!
Primary Presenter: Susan Finn Miller, Lancaster Lebanon IU13
Learn with LINCS, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony I
Developing and Supporting Instructional Leaders in Adult Education
This LINCS workshop focuses on the roles, skills, and characteristics of instructional leadership. The presenter will highlight the roles of instructional leaders in adult literacy, outline how the research literature defines attributes of an effective instructional leader, and facilitate a discussion around the skills necessary to take on this role. Participants will be encouraged to share the challenges they have encountered and the effective practices they have employed for building instructional leadership capacity in adult education programs.

Primary Presenter: Susan Finn Miller, Lancaster Lebanon IU13
Learn with LINCS, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 4
LINCS ESL Pro Study Circles: Tapping into ESL Teachers’ Potential!
Come discover how the LINCS ESL Pro Study Circles can support professional developers to actively engage teachers in learning about and applying innovative strategies in the classroom. The suites of ESL Pro resources focus on: 1) Enhancing the Rigor of ESL Instruction, 2) Integrating Digital Literacy, and 3) Contextualizing Instruction to Support English Learners onto Career Pathways. The step-by-step study circle guides are based on what is currently known about high-quality professional development and offer flexibility since they can be facilitated either face-to-face or online. The teacher-centered study circles offer ESL instructors support to dig into materials of their choosing, to apply instructional activities in their own classrooms, and to meaningfully interact with one another, all with the goal to tap into every teacher’s and every learner’s potential!

Primary Presenter: Sandy Goodman, World Education
Learn with LINCS, Session 5, Tuesday, April 2nd 8:00am-9:00am, Balcony N
Training for Trainers : Facilitating PD Using the LINCS Online Workforce Preparation Activities Courses
LINCS launched two online courses that introduce workforce preparation activities delineated in the Workforce Innovation and Opportunity Act. The courses provide strategies and resources for conducting workforce preparation activities in adult education classrooms. Join this session to learn about the content and structure of the courses so that you can support teachers and advisors enrolled in one or both of these self-paced courses. We’ll discuss ideas for additional activities that educational leaders and professional developers can facilitate to extend the learning and help staff apply the concepts directly to their work.
Primary Presenter: Sandy Goodman, World Education
Learn with LINCS, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Balcony N
Unmask Student Potential: Teach Workforce Preparation and Employability Skills
WIOA outlines a set of workforce preparation activities, which are essential interpersonal, intrapersonal, and cognitive lifelong learning skills that are vital to achieving education, career, and life goals in the 21st century. Learn about resources and strategies teachers and advisors can use to teach workforce preparation activities and employability skills to help students unmask their transferable skills and potential.

Primary Presenter: KayLynn Hamilton, Penn State University
Learn with LINCS, Session 4, Monday, April 1st 4:00pm-5:00pm, Balcony N
Unmasking Students’ Career Potential: The Integrating Career Awareness into the ABE and ESOL Classroom Curriculum
In unmasking students’ potential, particularly as it relates to career choices, adult education practitioners may need to provide opportunities for adult students to explore their skills, values, experience, interests, and education. This session will introduce participants to the career-planning lessons and tools presented in the Integrating Career Awareness into the ABE and ESOL Classroom (ICA) curriculum guide and other career-planning resources. Participants will review the career planning process and participate in sample lessons and activities from the ICA. A comprehensive introduction to each section of the ICA, along with robust discussion and relevant activities, will be incorporated into this session. All participants will receive a sample packet of resources from the ICA along with access information to this free resource.
Motivating Adult Learners: Self-Efficacy, Goal Setting, and the Learning Environment

This session provides an introduction to the research on adult learner motivation. Research highlights will be discussed and participants will have an opportunity to share strategies they have used to enhance motivation which may provide the drive for adult learners to unmask their potential. The session explores insights from research about key components that impact learner motivation in three areas: self-efficacy, goal setting, and the learning environment. Session highlights include a self-assessment which will provide an opportunity for participants to identify and prioritize motivation in their own practice. Participants will also create an action plan with steps they can take to increase learner motivation, persistence, and the achievement of learner goals.

Deepen Your Science Instruction (And Have Fun, Too!)

Important decisions we make every day require a foundation of scientific knowledge. In this interactive workshop, teachers practice developing lessons that dig deeper into the science content of everyday situations through eight scientific practices.

Adult Numeracy Instruction-Professional Development (ANI)

This session focuses on key instructional practices: connections among mathematical ideas; communication of mathematical thinking; mathematical proficiency; and an introduction of algebraic and geometric thinking along with basic skills. Come to this interactive session and participate in simple, hands-on ANI activities to use in math instruction.
Primary Presenter: Brooke Istas, Cowley College
Learn with LINCS, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Balcony N
Enhancing Learner Critical Thinking on the Use of Social Media: Numeracy Instructional Strategies
This training 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 instruction. Participants will utilize session resources to develop multi-level numeracy lessons.

Primary Presenter: Laura Lanier, Manhattan Strategy Group
Co-Presenter(s): Jessie Stadd
Learn with LINCS, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Balcony I
Improving Access to High-Quality Teaching and Professional Development Resources for Adult Educators
Adult educators attending this interactive session will learn about the Literacy Information and Communication System (LINCS), a collection of vetted, high-quality, evidence-based, and freely available resources, such as instructional materials that can be utilized in the classroom and shareable student resources that can boost engagement and professional development and training. For example, learn about the new online courses available this year, new resources such as the LINCS Quick Reference Guide, and upcoming and ongoing events and activities to understand how LINCS can support professional development for adult educators. LINCS staff will provide a hands-on demonstration of the website (www.lincs.ed.gov) and highlight how to maximize LINCS’ resources including new courses, the online community, and a goal-oriented learner center.
Primary Presenter: Sue Liu, LINCS Professional Development Center - Manhattan Strategy Group
Co-Presenter(s): Judith Alamprese
Learn with LINCS, Session 5, Tuesday, April 2nd 8:00am-9:00am, Salon B
Supporting Excellence in Adult Education: Identifying Innovative and Effective Practices in the Field
Funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education, the Supporting Excellence in Adult Education project seeks to identify local adult education programs implementing innovative or promising practices resulting in improved outcomes for adult education students. The project will accept nominations from states and applications from programs to consider specific practices. The identified practices will be highlighted in products and activities intended to help other local adult education programs across the country adopt the practice. Staff from participating local adult education programs will also receive professional development and technical assistance on effective communication of their practices to various audiences.

Primary Presenter: Andy Nash, World Education
Learn with LINCS, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Balcony N
Preparing Adult English Language Learners for the Workforce: Models and Resources
This presentation addresses workforce-focused instruction in four contexts—workplace, vocational classes, adult English language learning (ELL) classes, and classes that integrate education and training. Topics include essential components, promising practices, strengths and challenges of each program, LINCS resources, and issues facing the field. Participants will have networking and program planning opportunities.

Primary Presenter: Diana Satin, Diana Satin Consulting
Learn with LINCS, Session 1, Monday, April 1st 8:00am-9:00am, Balcony N
Integrating Digital Literacy and Problem-Solving into Instruction
Hear how adult educators have been integrating digital literacy into instruction. Ideas will be shared on how to use project-based learning activities to help adult students improve their problem-solving skills while offering practice with reading, writing, speaking, and listening. We will share ideas on how adult learners can improve digital literacy skills and access to technology, thereby accelerating learning.
Primary Presenter: Diana Satin, Diana Satin Consulting  
Learn with LINCS, Session 4, Monday, April 1st 4:00pm-5:00pm, Balcony I  
**Reboot Your Digital Strategy**  
In this training, participants will learn how their program and students can take advantage of national developments in digital literacy and access. Participants will watch demos of helpful resources, websites, and tools to get teachers, tutors, and students “connected.” Participants should bring their own device (BYOD) to get a hands-on experience.

Primary Presenter: Diana Satin, Diana Satin Consulting  
Learn with LINCS, Session 5, Tuesday, April 2nd 8:00am-9:00am, Balcony I  
**Teaching Vocabulary: Practical, Research-Based Approaches to Instruction (ELL-U)**  
This training provides an overview of the latest research on vocabulary teaching in English for speakers of other languages and adult basic education. Participants will discuss the issues with one another, engage in practical, hands-on activities, and come away with ideas for teaching vocabulary effectively.

Primary Presenter: Jessie Stadd, LINCS Professional Development Center - Manhattan Strategy Group  
Co-Presenter(s): Kaye Beall  
Learn with LINCS, Session 3, Monday, April 1st 1:30pm-2:30pm, Balcony I  
**Optimizing Your Professional Development Programming**  
Does your state or local professional development (PD) program meet the state leadership requirements set forth in Section 223 of the Workforce Innovation and Opportunity Act (WIOA)? Is the PD offered aligned with current research and best practices in PD for adult education? Join your colleagues at the state and local program level to discuss challenges and opportunities in establishing a high-quality PD program. You will “unmask” potential growth areas using the LINCS PD Center tools to assess gaps and create a plan for addressing them. The LINCS PD Center team will review how to effectively use the State Leadership Self-Assessment and Asset Map tools as a starting place for strengthening your PD program. You will also learn about technical assistance opportunities and resources for building implementation and training capacity. (BYOD)
Primary Presenter: Juliana Taymans, George Washington University
Learn with LINCS, Session 10, Wednesday, April 3rd 8:00am-9:00am, Balcony N
Explicit Instruction for Strategy Learning (L2A)
This session covers how explicit instruction can be used to help adults with learning disabilities (LD) develop strategies to learn. Topics include defining the concept of a strategy, the key principles of explicit instruction, and how explicit instruction for strategy learning can be used as an instructional tool. After examining explicit instruction, this module covers important concepts in preparing and modeling a strategy.

Primary Presenter: Juliana Taymans, George Washington University
Learn with LINCS, Session 3, Monday, April 1st 1:30pm-2:30pm, Balcony N
Reentry Education Framework and Online Tool Kit
This session provides an overview of the U.S. Department of Education’s Reentry Education Framework and online tool kit, which are designed to help correctional education providers create a seamless path for their students by connecting education services offered in correctional facilities with those in the community.

Primary Presenter: Juliana Taymans, George Washington University
Learn with LINCS, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony N
Workforce Preparation Strategies (L2A)
This session describes strategies for helping adults with learning disabilities (LD) develop skills to enhance their workforce readiness and success; identifies employment-related resources available to adults with LD in your community; and explores strategies to address possible barriers to access for those adults.
Primary Presenter: Christina Ward, Luminary Labs  
Co-Presenter(s): Brooke Istas  
Learn with LINCS, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 2  
Making Open Educational Resources Work for You  
This presentation is aimed at adult learning educators and administrators and will be particularly relevant to those focused on advanced math education. For those new to open educational resources (OER), we will introduce and make the case for their use in the adult education classroom. For the experienced OER user, we will discuss detailed insights from our research and efforts curating and testing the resources. The insights will be drawn from the experiences of educators who hail from 24 states and a variety of classroom types—including community colleges, community centers, correctional facilities, and local education agencies.

LEARNING DIFFICULTIES  
Primary Presenter: Sarah Dudzic, MoveUP!  
Co-Presenter(s): Kinsley Sanders  
Learning Difficulties, Session 1, Monday, April 1st 8:00am-9:00am, Studio 3  
Building Persistence: Strategies for Teaching Non-Cognitive Skills for College & Career Success  
Help your students develop persistence by building the non-cognitive skills they need for college and career success! This interactive workshop will identify strategies and resources for teachers, career counselors, and others who support adult learners through their educational journey and on to meaningful, sustainable-wage employment. Whether your students plan to attend postsecondary education & training or go directly into the workforce, they need opportunities to learn and practice the non-academic skills that enable them to understand their personal aptitude and deficits, work well with others, set and achieve goals, manage their time, and understand verbal and non-verbal communication. Their ability to persist, as they travel the long road to self-sufficiency, relies as much on solid academics as on having the non-cognitive skills to interact with the people and systems in their lives. Join this session to learn about strategies and resources for teaching those skills and building student persistence.
Primary Presenter: Sarah Goldammer, Southern Illinois Professional Development Center
Learning Difficulties, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 3

Learning to Remember: Teaching Memory Strategies in Adult Education
Focus and memory are essential life and work skills. Teaching our students to improve their focus and increase their memory capacity could be the most important topic we teach! Learn what the research on memory says, how we can use research to inform instruction, and have fun learning to remember! Classroom ideas and resources will be shared. Unmask your potential AND the potential of your students.

Primary Presenter: Sarah Goldammer, Southern Illinois Professional Development Center
Learning Difficulties, Session 4, Monday, April 1st 4:00pm-5:00pm, Studio 3

Classifying + Understanding + Communication = Graphic Organizers
Visually organizing ideas and information can assist all of our learners, especially those with learning difficulties, to gain deeper understanding, retain information, generalize to new topics, and make life and job/career applications. Gather new models, learn fun approaches for implementation, and broaden your graphic organizer horizons.

Primary Presenter: Sherri Lattimer, Hudson Valley RAEN
Co-Presenter(s): Kathy Houghton, James Matt
Learning Difficulties, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Studio 3

The Americans with Disabilities Act for Adult Educators
In this workshop, you will hear from three adult education professionals who joined the ADA Trainer Network in June 2018. Think you know everything there is to know about the Americans with Disabilities Act? Test your knowledge of the ADA by participating in an interactive smartphone activity. You will receive a brief general summary of the 2010 revisions of the Department of Justice’s ADA regulations. Non-obvious disabilities or "hidden" disabilities (arguably the most prevalent category of disabilities in our society today) and disclosure will be covered—what are the myths, automatic assumptions, and beliefs about disability that affect how individuals with non-visible disabilities feel about themselves? Finally, you will test your knowledge of the ADA by participating in an interactive activity.
Primary Presenter: Jennifer Malins, Indy Reads
Learning Difficulties, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 3

Root-Cause Resolutions: A Process-Based Approach to Reading
At Indy Reads, we recognize that students who struggle with reading often do so due to weak sensory-cognitive processing, in spite of an average or above-average IQ. As a result, we use a process-based curriculum versus a content-based one in order to remediate reading difficulties experienced by the adult students in our literacy program. Students with dyslexia and similar reading difficulties don’t respond as well to traditional approaches, which often do a great job of focusing on the skills needed for reading, but fail to develop the underlying sensory-cognitive processes needed to acquire these skills. By going to the root cause, we are able to help students unmask their potential as they develop into independent readers.

Primary Presenter: Margaret Patterson, Research Allies for Lifelong Learning
Learning Difficulties, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 3

Young Adults with Disabilities Along Career Pathways: Unmasking Their Potential from Longitudinal Research
Presenting findings from a largescale dataset, Educational Longitudinal Study (2002:2012), this session looks at the characteristics, backgrounds, and experiences of young adults with disabilities and their outcomes in education and work from ages 16 through 26. Findings for three groups of young adults with disabilities will be compared: high school graduates, early leavers with HSE credentials, and early leavers with no credentials. This longitudinal information will be useful to adult educators working with adults with disabilities. The session focuses on insights from the data and offers solutions to challenges young adults with disabilities face along career pathways. Participants will have the opportunity to share solutions to challenges from their programs and will leave with at least five resources they can use.
Primary Presenter: Jodi Perin, Pima Community College
Co-Presenter(s): Heather Patterson
Learning Difficulties, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 3
Planning to Overcome Common Challenges in the Adult Education Classroom using Assistive Technologies

Adult education students bring a variety of strengths and challenges to the classroom, including disclosed and undisclosed learning disabilities. Assistive technologies offer a way to address many of these challenges and to support all students to succeed. In this session we will consider some of the most commonly requested student accommodations and discuss strategies for how to plan with them in mind. We will then explore some basic assistive technologies and discuss how teachers and students can use them to provide better access to learning materials and increase students’ abilities to succeed.

Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service
Learning Difficulties, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 1
All Jazzed Up and Ready to Learn: Using What We Know About the Brain to Improve Student Learning

Neuroscience provides many insights into how the brain works and its impacts on learning and instruction. More importantly, this research has instructional implications that can be used to help students learn, and instructors teach, more effectively. From understanding why students with dyslexia have difficulty with word recognition and retrieval, to understanding student motivation, to discovering how the brain changes as a result of trauma, this session will answer those questions and more. Participants will participate in sample lessons to demonstrate brain-based learning strategies and leave with a blueprint for student-centered, active learning that will get your students All Jazzed Up and Ready to Learn.
Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service
Learning Difficulties, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 1

Reading Problems: Unmasking the Culprit
Helping students improve their reading skills requires specific knowledge and skill. Often tutors and instructors think that comprehension is the problem and that repeated comprehension practice will make a student a better reader, when often what it does is just make students frustrated. As well, reading difficulties are often incorrectly attributed to learning disabilities. There are often simple fixes to reading challenges that comprehension worksheets will not reveal. In this session, participants will take, and administer, reading assessments and gain the specific knowledge and skill needed to identify why a student is struggling with reading. This session will be very hands-on and interactive. Participants will leave with copies of the assessments used in the session, the confidence to use and interpret them, and other resources for helping struggling readers.

Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service
Learning Difficulties, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 3

The Pen is Mightier Than the Sword: Memoir-Writing After Trauma
Many students in adult literacy have experienced some form of trauma, but they often hide their stories out of shame. Researchers have documented the impact that trauma and prolonged exposure to stress can have on the brain and the ways that learning is affected by these changes. This session will focus on the ways that writing memoirs or personal narratives can help students find their voices, tell their stories, feel empowered, and find a sense of wholeness after trauma. Participants will learn how to get students to write, how to use their writing as context (teachable moments) for improving student writing, and how to use the pen to help students heal rather than engage in destructive behaviors. Participants will spend roughly 25% of this session actively engaged in writing their own stories, and 25% of the session “workshopping” their writing with others.
Primary Presenter: Carmine Stewart, Aspire Consulting and Educational Service
Learning Difficulties, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 3
America’s Reading Crisis and What YOU Can Do About It
Illiteracy is a preventable and solvable social issue, yet America is facing a reading crisis. ProLiteracy reports that over 30 million American adults read (and write and perform math) at a third grade level or below. Many of these adults are parents of school-aged children, nearly guaranteeing that the cycle of illiteracy will continue. So if illiteracy is preventable and solvable, why haven’t we fixed it, how can we fix it, and what can you personally do? This session will address these questions and more, including addressing the way that illiteracy is narrated by the public at large, and even by literacy practitioners, is a barrier to addressing the problem. This session is designed to challenge and motivate participants to think about how illiteracy impacts them personally and professionally and what they can do to help address the problem.

Primary Presenter: Andrew Strehlow, Rankin County Adult Education
Learning Difficulties, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Studio 3
Trauma-Informed Teaching
This session will be two parts: first, explaining trauma and its effects and second, learning what we can do to teach in a more trauma-informed, empathetic way. We’ll discuss what causes trauma and what a traumatized student may look like. We’ll discuss how to make classrooms and instruction more trauma-informed. As teachers, we need to know who our students are, where they come from, and what's going on in their lives. Whether it’s from physical, sexual, or emotional abuse; severe neglect; being a victim of violence or witnessing violence; abusing drugs or alcohol; being in a home where drugs or alcohol is abused; being in a single parent home, whether from divorce, incarceration, or an unwed mother; weather events; or automobile accidents, the effects of trauma greatly affect our lives. Becoming trauma-informed will help us to understand where some of our students are coming from and explain possible causes of behaviors and abilities.
Primary Presenter: Neil Sturomski, Sturomski & Associates
Learning Difficulties, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 3
Metacognitive Skills: Supporting Students, Including Those with Special Learning Needs, in Developing and Using Higher Order Thinking Skills in School, Work, and Everyday Life
In this session participants will learn about metacognitive skills. They will also recognize their importance in educational environments, careers, and daily life. They will understand how developing these skills will support all students, including those with special learning needs. The terms metacognition and metacognitive skills will be discussed as well as the importance of teaching students to develop those skills. Through activities, some techniques and strategies will be shared. In general participants will learn how metacognitive skills support students in all facets of their lives.

Primary Presenter: Janet Zadina, Brain Research and Instruction
Learning Difficulties, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 2
Unmasking Potential by Reducing the Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies
If 30-80% of your class had a learning disability, would you address it? They do—anxiety, stress, and trauma. Adult learners are especially prone to these. Anxiety, stress, and trauma impair learning. Raise student potential by unmasking this hidden learning disability with simple, quick strategies. Discover the 2 minute activity that stops fright and flight in its tracks and the simple technique that improves attention and memory while reducing stress. Learn how stress affects the brain, behavior, and learning. Discover how you may unknowingly create more anxiety. Acquire strategies for reducing stress in students and yourself along with resources that you can provide to your students.
LIFELONG LEARNING

**Primary Presenter:** S. Michele Echols, Independent Consultant  
**Co-Presenter(s):** Veronie Lawrence

Lifelong Learning, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Bacchus

**Potential to Progress: When to Refer a Student to an Ability to Benefit (ATB) Program**

This workshop will help administrators and instructors to identify the programmatic benefits of Ability to Benefit (ATB) program referrals and how it aids capable students in transition into higher education, while building career readiness and career pathway opportunities. The adult student (21+) often needs additional support and a clear pathway of their educational endeavors, and an ATB program provide such support, education, and workforce inclination. Attendees will gain a deep understanding of how students can access federal and state financial aid resources. In addition, we will explore how to create a win-win partnership with other stakeholders that benefit our most vulnerable population—adult students.

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**Primary Presenter:** Deborah Kennedy, National Coalition for Literacy  
**Co-Presenter(s):** Michele Diecuch, Judy Mortrude, Tracy Noles

Lifelong Learning, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 2

**Policy and Advocacy in Lifelong Learning**

The ability of adult learners to set and pursue lifelong learning goals is affected by a variety of policy decisions made at the federal, state, and local levels. This panel session will provide information on the ways that policy decisions about voting access, receipt of public benefits, program availability, and census completion can affect access to adult basic education and ESL; adult secondary education and high school equivalency; workforce skills training; postsecondary education; and family and community learning. The session will open with presentations by three expert panelists. In the final part of the session, audience members and panelists will engage in a moderated group discussion on ways of using the information that has been presented in advocacy efforts with local, state, and federal policy-makers.
Primary Presenter: Bill Morrison, Northwestern State University
Co-Presenter(s): Susan Kahn
Lifelong Learning, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Bacchus

Online Curriculum Design for Intentional Adult Development
This session will present specific online teaching and learning strategies and activities that promote adult development and transformational learning experiences that can lead to becoming a lifelong learner. Helping students become lifelong, continuous learners with a deeper understanding of themselves and new perspectives of their role in the world is a goal of many adult educators. For online faculty and students, reaching this goal can be challenging and requires intentional curriculum design that includes both developmental and transformational learning experiences. However, developmentally many students may not be prepared to engage in the critical reflection and self-assessment needed to experience transformational learning. In this session, participants will learn online strategies that can foster student development and more successful learning experiences.

Primary Presenter: Marie O'Bryan, Kentucky Coalition Against Domestic Violence
Co-Presenter(s): Jane Burnell
Lifelong Learning, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 2

Trauma-Informed Practice (TIP) for Lifelong Learning
Trauma-Informed Practice (TIP) will promote students’ ability to reach their full potential in your program. Students enter our classes with a wide range of needs compounded by years of traumatic experiences. The effects from lifelong negative experiences can be unmasked through support of a practitioner trained in addressing trauma. Research has shown that trauma presents barriers to success for individuals enrolled in adult education. TIP can help you develop a foundation of trust and empowerment to support positive outcomes for the people you serve. The facilitator will present empirically based data and relevant practices to improve retention, promote positive group dynamics, and strategies to encourage development of students. Attendees will learn how to address disclosure of trauma, best practices, and work through an implementation plan of trauma informed approaches to facilitating activities for the diverse learning needs of students. Participants of this session will receive a packet of resources and curriculum developed from materials of the National Council for Behavioral Health, National Coalition for the Homeless, and the Kentucky Coalition Against Domestic Violence. Self-care strategies will be explored with a take-home kit provided to share with program staff.
Primary Presenter: Mark Thomas, Episcopal Community Services of San Francisco
Lifelong Learning, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Bacchus

The Educator as Change Agent
Education changes people. As facilitators of the educational process, educators are change agents. However, educators instructing marginalized people face a greater call to act as conscious change agents, as this is necessary to help these students achieve their goals. Transformative experience is often necessary before these students can find success within the classroom and beyond. Participants will explore this problem and what they can do in the educational setting to help students transcend these barriers to their educational goals. The goal of this workshop is to help participants become more aware the intrapersonal and interpersonal skills and qualities necessary for the task of being a change agent, such as self-awareness, resilience, stress management, and conflict resolution skills.

LOCAL PROGRAM ADMINISTRATOR

Primary Presenter: Jeff Arnott, Brevard Public Schools Adult Education
Local Program Administrator, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Studio 1

Strategic Partnerships in the Age of WIOA! What Can Local Programs Do?
Unmask the Potential!
Partnerships are vital, not only for funding but to ensure that students are productive when they leave our programs! WIOA now has to look beyond the classroom to ensure student success— even after graduating from our programs. See what Brevard Adult Education has done! They partner with local colleges, the career source board, business partners, employers, and chambers. See what they did to be recognized as the 2016 Partner of the Year from Career Source Florida. Their marketing and relationship building is getting students $15 per hour jobs and free classes from the local community college. See how they have transformed their program to be one of the best in the Sunshine State.
Primary Presenter: Connor Chauveaux, South Louisiana Community College  
Local Program Administrator, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 1  
**Beg, Borrow, and Steal All the Good Ideas: Program Recruitment on the Cheap**  
This session will focus on free and low cost recruitment strategies the adult education program at South Louisiana Community College has used to boost their enrollment over the past two years. SLCC served 1,788 students in 2017, 3,402 students in 2018, and we are on track to continue our upswing in the number of students served for 2019. Since we want to spend our money on teachers, we utilize creative recruitment options in order to spread the word about the varied programming we offer in adult education.

Primary Presenter: Amy Dudas, DC Alliance of Youth Advocates  
Co-Presenter(s): Jamie Fragale  
Local Program Administrator, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Studio 1  
**Keeping Adult Learners On Track: Tools for Learner-Centered Advocacy**  
Adult learners face a number of barriers as they return to and attempt to remain in school. In Washington, DC, adult and alternative learners identified the high cost of transportation as one of those barriers and decided to do something about it. Over the course of three years, Academy of Hope Adult Public Charter School and the DC Alliance of Youth Advocates led a coalition of learners, volunteers, and partners from across the city to build an evidence-based, inclusive, and learner-centered advocacy campaign that resulted in a $1.98 million per year investment in transportation subsidies for adult learners and alternative youth enrolled in school. Join us for a conversation about best practices for engaging adult and alternative learners in direct advocacy.

Primary Presenter: Winsome Pryce-Cortes, Brooklyn Public Library Adult Learning  
Co-Presenter(s): Gladys Ortiz, Donna Alleyne  
Local Program Administrator, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 1  
**What’s So Important about Tutor and Student Shares?**  
Learn how to engage volunteers in on-going skill development without adding more time to their volunteer commitment. Volunteers will have a chance to share “what went well in their small groups and what part of a lesson needs adjustment.” Volunteers will get feedback from peers as well as staff on how to adjust lessons. Participants will also learn how to engage students in the lesson planning. The classes that are well attended are usually the classes that provide an opportunity for students to have a say in what is being taught.
Primary Presenter: Demetria Robinson, WFSDallas  
Co-Presenter(s): Sharon Dehn  
Local Program Administrator, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Studio 1  
The Power of Partnerships: Adult Education in the Workplace  
Extending an adult education program to employers helps strengthen our economic well-being. Learn how our Adult Education & Literacy Consortium works collaboratively with employers in Dallas County, Texas to unmask the potential skills of their workforce.

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NUMERACY

Primary Presenter: Eric Appleton, CUNY Adult Literacy/High School Equivalency Program  
Numeracy, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 6  
The Adult Numeracy Network (ANN) Presents: Revealing a Path from Basic Math to Algebra  
In keeping with the theme of the conference, the Adult Numeracy Network (ANN) presents this day of revealing algebra in basic mathematics and unmasking our students’ potential to learn mathematics that will prepare them for success. The Adult Numeracy Network (ANN) is the professional organization of adult educators, professional developers, and researchers 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. Through hands-on, collaborative activities, we will work to deepen our own math content knowledge and consider practical ways to bring this learning into our classrooms. Since our own learning, like that of our students, is ongoing, you will leave with resources for continued mathematical learning after the conference. We believe practitioners at all experience levels will find support and inspiration from the experience.
Primary Presenter: Cynthia Bell, Literacy Assistance Center  
Numeracy, Session 2, Monday, April 1st 11:15am-12:15pm, Rhythms 1

“Help I’m Stuck”—Responses for Successful Interventions in the Math Classroom

One of the best practices for teaching and learning mathematics is supporting productive struggle in learning mathematics, but understanding how to support effectively can sometimes be unclear. Wouldn’t it be great to know which responses to student struggle are effective and lead to student progress compared to which responses can limit students’ perseverance and sense-making? Attending this session will help you know the differences.

Primary Presenter: Cynthia Bell, Literacy Assistance Center  
Co-Presenter(s): Lizelena Iglesias  
Numeracy, Session 3, Monday, April 1st 1:30pm-2:30pm, Rhythms 1

But I’m a Literacy Teacher: Literacy Strategies to Develop Numeracy Skills

Are you a literacy teacher in an ABE or HSE classroom who is also charged with developing learners’ numeracy skills? If so, there may be times when you’re not sure what to do and how to help learners understand. This session aims to help you see the connections between tried and true literacy strategies and the development of numeracy skills. Attend this session led by a numeracy specialist and a literacy specialist, where we will show you how to use reading and writing strategies to build numerically proficient students.

Primary Presenter: Anthony Chan, Alpha Educational Products and Services  
Numeracy, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Rhythms 1

Effective Strategies for Teaching Math

This session provides teachers with examples of appropriate questioning and simple strategies for teaching math skills that are difficult for students to grasp. Participants will also be given specific examples with real-life applications and teaching techniques to enhance their students’ learning of these skills.
Primary Presenter: Denise Hill, Literacy Council of Montgomery County  
Co-Presenter(s): Erik Wesley  
Numeracy, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Rhythms 1  
The Language of Math: Teaching Literacy Through Numeracy  
There is no need for students with basic language skills to fear math, nor a need for language teachers to fear teaching math. There is a numeracy language that can support any program's goal of "Reading Across the Curriculum," and create a foundation to support all GED® Test students toward their academic goals.

Primary Presenter: Sarah Lonberg-Lew, Adult Numeracy Center at TERC  
Numeracy, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Rhythms 1  
Visualizing Fraction Division  
Among the most vexing basic math concepts are fractions and division. When you put the two of them together, it can be overwhelming and many teachers opt to go the route of teaching procedures through poetry—ours is not to reason why, just invert and multiply. But it is possible to make sense of division with fractions in a way that will deepen students’ understanding of both of these important concepts. Come explore fraction division with visual tools. You will leave this workshop not only understanding the “why” of “invert and multiply,” but also with new ways of thinking flexibly about fraction division.

Primary Presenter: Sarah Lonberg-Lew, Adult Numeracy Center at TERC  
Numeracy, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Rhythms 1  
Same Difference—Making Sense of Subtraction  
Our first understanding of subtraction is "take-away" and it leads us almost immediately into problems, causing us to have to "borrow" numbers from one place to use them in another and we never seem to give them back. (Is that borrowing or stealing?) Subtraction, as it is traditionally taught, involves memorizing a confusing procedure that students struggle with even through higher level classes. Stop reteaching the same procedure. Stop recycling the same place-value explanations. They’re good, but there’s more out there. Come learn how a deeper understanding of the richness of subtraction can help you and your students think visually, flexibly, efficiently, and accurately about subtraction in the many contexts in which it arises. Did you know you can subtract mixed numbers without converting them to improper fractions? Even without borrowing? Come discover how!
**Primary Presenter: Nia Matherson, University of Georgia, LEAP Department**  
Numeracy, Session 4, Monday, April 1st 4:00pm-5:00pm, Rhythms 1  
**Dismantling Math Anxiety: A Review of the Literature and Implications for the Future**  
Mathematics-related anxiety is present in educational settings, lives of students at all levels, and within adult learners. The crippling fear of math can potentially hinder educational opportunities and advancements in professional arenas. How can teachers and administrators in adult basic education and GED® programs create a culture that decreases math anxiety among students? This interactive workshop will address the current literature associated with mathematics anxiety. Participants will have the chance to share personal or professional experiences with mathematics anxiety. Implications for the future and discussions around strategies to dispel mathematics anxiety will be presented as well.

**Primary Presenter: Maribel Ojeda, Tuscarora Intermediate Unit 11**  
Numeracy, Session 10, Wednesday, April 3rd 8:00am-9:00am, Rhythms 1  
**Getting Students Over the Fractions Hump**  
This workshop focuses on 4 definitions of fractions. We will focus on a fraction as 1) a relationship 2) a quantity 3) a division problem and 4) as a rational number. Participants will work together to define the fraction types. Teachers will then have the opportunity to explore models for operations with fractions, analyze fraction problems, and create their own rigorous fraction problems.

**Primary Presenter: Connie Rivera, EdAdvance**  
Numeracy, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Rhythms 1  
**Desmos Classroom Activities 101**  
If you’ve heard of Desmos, it is probably for their graphing calculator. This session is about Desmos Activities—a powerful digital tool for discovering math concepts and building math skills. Bring your tablet, laptop, or Chromebook* and come learn how Desmos Activities can help you make the most of your instructional time. (*Please, no smart phones.)
Primary Presenter: Heidi Schuler-Jones, Adult Numeracy Network
Numeracy, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Rhythms 1
Using the Area Model to Understand Factoring and Polynomials

The area model’s versatility and simple design help students to visualize multiplication, measurement, distribution, and composing/decomposing numbers. Many teachers use it with whole numbers alone; however, it works well with fractions, decimals, and even polynomials. This workshop will provide a brief introduction to area modeling but will spend the bulk of the time applying this model to factoring of trinomials into binomial pairs. We’ll use algebra tile manipulatives to create our area and examine the area to find the dimensions (or factors). Participants will come away from our time together with the knowledge to teach factoring of quadratics using a hands-on tool that can be made from provided resources. Connections to sample HSE test questions will also be explored.

Primary Presenter: Rebecca Strom, Mankato ABE
Co-Presenter(s): Abby Roza
Numeracy, Session 1, Monday, April 1st 8:00am-9:00am, Rhythms 1
Dividing Fractions Unmasked: Making Dividing by Fractions Visible

Keep, change, flip-out? Reciprocal or reciprican’t? The CCRS standards ask us to “apply [our] previous understandings of multiplication and division” when we divide fractions. We cannot successfully do that when we teach the traditional procedure alone. Let’s apply our previous understanding together as we explore hands-on, concrete, and visual ways to make sense of what it means to divide with fractions. Deeper understanding of division and fractions will be revealed!
Primary Presenter: Mark Trushkowsky, CUNY Adult Literacy & High School Equivalency Program
Co-Presenter(s): Eric Appleton
Numeracy, Session 5, Tuesday, April 2nd 8:00am-9:00am, Rhythms 1

Rigid Transformations: Shapes on a Plane

Look up from this description and there is a good chance you will see examples of symmetry, transformations, and congruence. These concepts give structure and style to the natural world and the world that humans create. And they are in the College and Career Readiness Standards! Rigid transformations can feel overly abstract to adult education teachers and students when it is taught just as random shapes moved on the coordinate plane, following certain rules. But maybe it doesn’t have to be like that. Geometry comes from people trying to make sense of the world around us. Let’s bring inquiry, joy, and creativity to this very human endeavor. By rooting our studies of transformations in the world and in our aesthetic responses to it, it becomes a more meaningful topic. Join us as we venture into the branch of mathematics that unites tigers, Ms. Pac-Man, the Taj Mahal, flowers, Buzz Lightyear, and your nana's quilt.

Primary Presenter: Curtis Ward, Southern Crescent Technical College
Numeracy, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Rhythms 1
Algebra Basics: Understanding the Concepts of Variables, Equations, and Solving for an Unknown

This session will provide simple, easy to understand directions for instructors to use when teaching students the basic concepts behind algebra. The session will include notes ready for distribution to students as well as some classroom-proven methods for explaining and modelling simple algebra equations. Topics to be covered include variables, expressions, equations, integers, parenthesis, and solving for a variable. Content is designed for instructors to take back to the classroom and implement without purchasing extra resources or requiring further training.
OPEN DOOR COLLECTIVE

Primary Presenter: Laureen Atkins, The Literacy Cooperative
Co-Presenter(s): Lecester Johnson, Lisa Soricone

Open Door Collective, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Galerie 3

How Two Urban Programs Are Helping Adults Develop Basic Skills, Family-Sustaining Employment, and Stronger Communities

Since the 1980s, adult basic skills programs have been encouraged to work with other stakeholders to help job seekers and incumbent workers attain, succeed in, and advance in employment. While significant work in workplace literacy and career pathways has developed useful models, current efforts too often are limited in their ability to recognize and respond to learners’ employment challenges and opportunities. We will identify those challenges and opportunities, discuss strategies (from two urban programs and elsewhere) that adult educators and other stakeholders can use, and share resources adult educators can use for professional development and collaboration in this area.

Primary Presenter: Kristin Lahurd, American Library Association
Co-Presenter(s): Alicia Suskin, Gwenn Weaver

Open Door Collective, Session 4, Monday, April 1st 4:00pm-5:00pm, Rhythms 2

The Power of Partnerships: Adult Literacy and Libraries

Part of the Open Door Collective strand, this session will explore the partnership developed between the American Library Association and ProLiteracy—and with national leaders from the Open Door Collective—to highlight the role of public libraries in helping meet the adult literacy need by establishing and expanding their services for adult learners. Attendees will become familiar with a variety of resources beneficial for both library staff and literacy practitioners, including Adult Literacy through Libraries: an Action Agenda and the free companion online course, the Open Door Collective’s Public Libraries Issues Group, and the American Dream Literacy Initiative, a grant program for public libraries to expand services for adult English language learners or adults in need of basic education and workforce development.
Primary Presenter: Margaret Patterson, Research Allies for Lifelong Learning
Open Door Collective, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Rhythms 2
Criminal Justice and Adult Education: Unmasking the Potential for Incarcerated Immigrants and Basic Skills Learners
Recent topics the criminal justice reform issues group in the Open Door Collective have considered are 1) reducing incarceration and alleviating poverty through basic skills education, and 2) the intersection of immigration and incarceration and how immigrants' contributions are interrupted when they are incarcerated. This session begins with a short overview of two issue briefs based on current research. The presenter will guide participants through interactive activities on the implications of both topics for society and for learners in correctional settings.

Primary Presenter: Richard Roberts, RAD Science Solution
Open Door Collective, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Rhythms 2
Understanding the “Other” Stuff: Noncognitive Skills in Policy and Research for Adult Education
Noncognitive skills, which go by many names (e.g., soft-skills, social-and-emotional-skills, C21-competencies) have gained increased recognition as essential components of the lifelong journey from early education to retirement. This session explores policy implications of something researchers have known for some time: cognitive skill acquisition associated with any form of literacy is both bound by, and determined by, its mutual interaction with affective, motivational, and personal qualities. This presentation will focus not only on the importance of noncognitive skills in determining workforce readiness for many market sectors, corrections people re-entering the workforce, and adult students with a clean-record re-entering the workforce, but how policy levers might be pushed more easily with these noncognitive skills than what adult literacy interventions are typically bound by. Throughout this presentation questions are welcome.
Primary Presenter: David Rosen, Newsome Associates  
Co-Presenter(s): Judy Mortrude, Alicia Suskin, Kathy Harris  
Open Door Collective, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 3  
The Open Door Collective is a national group of adult educators and others committed to reducing poverty and income inequality. We will describe the Open Door Collective's efforts and invite discussion about community partnerships that support adult basic skills, community health, libraries, and safety net services advocacy.

Primary Presenter: Lisa Soricone, Jobs For The Future  
Co-Presenter(s): Lecester Johnson, Laureen Atkins  
Open Door Collective, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 3  
What Research is Telling Us about How Basic Skills Services Can Support Family-Sustaining Employment and Stronger Communities  
This session will build on the “How Two Urban Programs Are Helping Adults Develop Basic Skills, Family-Sustaining Employment, and Stronger Communities” workshop and focus on what experience and research in work-related basic education are telling us about the realities of such programs nationwide. We’ll review strategies recommended by researchers and funders; challenges that programs face; and actions stakeholders can take to further strengthen and expand basic skills development supports for workers. Audience members will have opportunities to share their experience in these areas and to connect with resources (e.g., materials and resource persons) for further collaboration and professional development.
Primary Presenter: Gwenn Weaver, Independent Consultant  
Co-Presenter(s): Jennifer Maddrell, Jen Vanek, Stephen Reder  
Open Door Collective, Session 2, Monday, April 1st 11:15am-12:15pm, Rhythms 2  
At the Digital Crossroads: The Intersection of Adult Literacy and Digital Inclusion  
A part of the Open Door Collective strand, this session is a product of the Digital Inclusion Issues Group of the ODC and will introduce case studies, examples, research results, and other information to help participants learn about the intersection of adult literacy and digital inclusion and to consider potential strategies for practical application. Digital technology has become the driving force for many aspects of life, including education/learning, financial management, e-government/public services, working, shopping, health & wellness, transportation & travel, entertainment, creativity, etc. Consequently, adult learners need more than just basic skills and conventional computer skills training to engage with life in the 21st century. Digital inclusion is a concept that allows people to embrace the digital world to the fullest.

PIAAC/WIOA  
Primary Presenter: Stephanie Cronen, American Institutes for Research  
Co-Presenter(s): Larry Condelli, Alina Martinez  
PIAAC/WIOA, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Balcony I  
Studies Underway as Part of the National Assessment of Adult Education  
The Workforce Innovation and Opportunity Act (WIOA) mandates an independent national evaluation of adult education programs funded under Title II. As part of the national evaluation, two studies are currently underway. The first of these studies—the National Study of the Implementation of Adult Education Under the WIOA—is designed to provide information on how the changes contained in WIOA appear to be shaping the services provided by adult education programs and the populations served. The second study is a feasibility and design study for conducting up to two future impact studies of policy-relevant programs or approaches such as integrated education and training. This session will provide an in-depth description of the studies, inform administrators and practitioners on what they will learn from the studies and when, and provide an opportunity for participants to ask questions and begin planning how they will use the studies’ findings when available.
Primary Presenter: Melissa Gholson, Educational Testing Service  
Co-Presenter(s): Leah Katherine Saal, Katie Herz  
PIAAC/WIOA, Session 2, Monday, April 1st 11:15am-12:15pm, Balcony I  
**Unmasking Barriers to Adult Employment: WIOA, PIAAC Numeracy Skills, and Implications for the Field**  
Using data from the 2012/2014 Programme for the International Assessment of Adult Competencies (PIAAC), we explored relationships between numeracy skills and unemployment for U.S. adults. The study results point to the centrality of advanced numeracy skills as protective of continued employment, particularly for marginalized groups like women, older adults, and people of color. While many adult education programs and policies (including WIOA) focus on low literacy skills as a barrier to employment, this study recognizes the role of increasing numeracy skills as critical in reducing the probability of unemployment, particularly the vexing issue of long-term unemployment.

Primary Presenter: Katie Herz, American Institutes for Research  
Co-Presenter(s): Rebecca Shipan  
PIAAC/WIOA, Session 10, Wednesday, April 3rd 8:00am-9:00am, Balcony I  
**Impact of Parental Education on Adult Skills with PIAAC Data**  
The Program for the International Assessment of Adult Competencies (PIAAC) results, more than ever, validate the significance of parental education on their children throughout their adult lives, especially on their cognitive skills (literacy, numeracy, and digital problem-solving), employment, earnings, education, and health. Participants will learn about these important PIAAC findings and how to use PIAAC resources for funding and educational purposes.
Primary Presenter: Katie Herz, American Institutes for Research  
Co-Presenter(s): Elizabeth Tighe, Margaret Patterson, Lionel Smith  
PIAAC/WIOA, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 3  
What Does PIAAC Tell Us About Incarcerated Adults’ Skills and Participation in Education?  
Join three researchers as they present results from their studies using the Program for the International Assessment of Adult Competencies (PIAAC) Prison Study data. Topics in this session explore the following issues: the relationship between incarcerated adults’ PIAAC reading component skills and literacy and passage comprehension performance, characteristics and skill levels of incarcerated adults with less than a high school education, the role of learning in the lives of incarcerated adults with low skills, and the degree to which demographic factors and learning-related cognitive skills are associated with educational-programming desire among the U.S. prison population.

Primary Presenter: Marcela Movit, American Institutes for Research  
Co-Presenter(s): Cherise Moore  
PIAAC/WIOA, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Balcony I  
Helping Students Stay: Using Data and Instructional Strategies to Improve Student Persistence  
When students’ lives start to get busy, adult education programs often struggle with student retention. Administrators and educators ask themselves, “What can I do to ensure my students persist with all the competing priorities they have in their lives?” Come learn how data and specific instructional strategies can help you answer these questions. In this interactive session, participants will use their problem-solving skills to help a fictional adult education program with its student retention problem and gain ideas to use in their own program along the way!
Primary Presenter: Martin Murphy, LI-RAEN  
Co-Presenter(s): Elizabeth Tighe, Gal Kaldes, John Strucker  
PIAAC/WIOA, Session 1, Monday, April 1st 8:00am-9:00am, Balcony I  
What Can the PIACC Reading Components and Demographic Data Tell us About Adults with Limited Literacy?  
This session focuses on a recently administered international adult literacy survey, the Programme for the International Assessment of Adult Competencies (PIAAC). We focus on low-skilled adults who completed the reading components supplement (print vocabulary, sentence processing, passage comprehension). We are interested in the relationship between adults’ demographic characteristics and literacy-related activities and practices (e.g., age, race, parents’ education, employment status, readiness to learn, number of books in the home) and their performance on the reading components supplement. More specifically, we examine the relations of the demographics to component skills in different subgroups of adults (native vs. non-native English speakers, self-reported learning disability [LD] vs. non-LD). Participants will learn about the reading component, demographic, and literacy-related items that were administered and the relations among these skills for low-skilled adults.

Primary Presenter: Amy Trawick, CALLA  
PIAAC/WIOA, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Balcony I  
Bringing Reading Instruction to Life: Using PIAAC Tools to Develop Contextualized Curriculum  
Adults face complex reading tasks on the job, as citizens, and in pursuit of lifelong learning. How can programs/practitioners develop a reading curriculum that supports adult learners in developing the reading skills they need to tackle these real-life tasks? This workshop will utilize tools adapted from the international PIAAC literacy assessment to walk practitioners through two ways of creating contextualized reading curricula: one that starts with the reading standards/skills students need to learn and another that starts with the authentic reading tasks adults need to accomplish at work, in their communities, and/or in postsecondary training/education.
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PROFESSIONAL DEVELOPMENT

Primary Presenter: Patsy Egan, Hamline University - ATLAS
Co-Presenter(s): Andrea Echelberger

Professional Development, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Galerie 1

CCRS in the ESL Classroom: New Videos for Teachers!

How should CCRS ‘look’ in an adult ESL classroom? This question is on the minds of ESL teachers, and help is on the way! Minnesota educators have created a wide array of supports to assist in implementing CCRS across all levels of instruction and in a variety of contexts. In this session, we highlight a new classroom video series that demonstrates implementation of the CCRS English Language Arts standards with non-native speakers of English. In each of these three free online videos, classroom instruction is combined with teacher interviews to showcase strong, CCRS-aligned instruction in an ESL setting. The lesson plan and all supporting materials are also provided. The video series features three instructional levels: Beginning ESL Literacy, High-Beginning ESL, and High-Intermediate ESL. Additional supports for implementing CCRS with English learners are also shared, as well as recommendations and supporting materials for programs to use these videos for teacher development.

Primary Presenter: Olga M. Escamilla, TRAIN PD @ TCALL, TAMU

Professional Development, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 1

Got an Hour for PD? Reaching AEL Staff Through Just in Time Webinars

Come join this informational session with Dr. Olga Escamilla, as she shares how TRAIN PD @TCALL tapped into technology tools for providing just in time professional development. The session will highlight the specific approach TCALL took in meeting the needs of educators who couldn’t travel to conferences and training. Dr. Escamilla will speak specifically about TCALL’s Brown Bag lunch webinar series, “Texas AEL Manager Mondays,” “Workforce Wednesday,” and “Tech and Tell” and will share best practices that have made these series so successful.
Primary Presenter: Kate Fergus, The Ohio State University/Ohio Professional Development Network
Professional Development, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Studio 7
Working It Out: Critical Thinking in a Career Context
Any individual with the desire to join the workforce, including adult education students, must demonstrate critical thinking skills—whether in the classroom, the workplace, or in their own lives. With increased opportunities for critical thinking skill-building in the classroom, students will gain the analytical and problem-solving skills they need to be successful in the adult education classroom and beyond. This session will demonstrate how adult education programs, administrators, and instructors can assist students in the development of these skills while simultaneously preparing them for the workforce. Participants will gain insights for implementation, strategies for instruction, and tools for assisting students in developing the critical thinking skills demanded of the 21st century workforce.

Primary Presenter: Don Finn, COABE
Professional Development, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Studio 9
Adult Ed 101: Peeking Behind the Adult Learners’ Mask!
Whether you are new to adult education or a seasoned veteran, this session is for you! This session highlights concepts and methods for effectively working with adults that are backed by the research and writings of leaders in the adult education field. Participants will be encouraged to reflect on their own professional practices. This session is an excellent opportunity for instructors and administrators!
Primary Presenter: Kim Glenn, EDSI
Professional Development, Full-Day Preconference, Sunday,
March 31st 8:30am-3:30pm, Balcony J
Standards for Professional Development: A Toolkit for States, Programs, Professional Developers, and Educators
This full-day preconference session is sponsored by AALPD. For years AALPD has been working with professional developers to provide education, resources, and a network for collaboration. This year AALPD is proud to present our revised standards for professional development aligned to the current state of adult education with a particular emphasis on WIOA integration. This session will introduce the revised standards, aligned resources, and a toolkit that can be immediately used. The toolkit is designed to help states, programs, and educators select high-quality PD and will help professional developers create high-quality PD aligned to the standards. The toolkit will be shared via flash drives to all attendees, and all resources and materials in the toolkit will be utilized during the session in learning activities designed to simulate actual use in the field.

Primary Presenter: Kim Glenn, EDSI
Professional Development, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 4
Unmasking Student Motivation: How to Create and Sustain and Motivational Learning Environment
Unmasking student motivation can feel like a daunting task, but sustaining the motivation of our adult learners over time often feels impossible. This session introduces a framework to help educators create and sustain a motivational learning environment for all learners. By strategically planning activities that naturally evoke intrinsic motivation, educators can increase learner motivation and persistence organically. Strategies, methods, and best practices will be shared, and activities centered around motivation and engagement will weave workshop concepts together.
Primary Presenter: Kim Glenn, EDSI

Professional Development, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 4

Helping Staff Reach Their Full Potential: Effective Coaching in Professional Development

Effective coaching brings about amazing results and is immensely impactful for both the coach and the person being coached. This workshop will walk you through effective coaching models, how to evolve into a successful coach, and how to integrate coaching into professional development to maximize results. Coaching is often viewed as an afterthought, and this workshop flips that concept on its head! It will ask you to consider coaching elements and the desired end result first, then backward design professional development programs for maximum return on expectations.

Primary Presenter: Daphne Greenberg, Georgia State University

Co-Presenter(s): Inga Einarson, Christine Miller

Professional Development, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Balcony I

Decoding and Comprehension Instructional Strategies: What Do Adult Learners Need to Know?

Do you have learners in your classroom who have challenges improving their reading levels? Would you benefit from learning decoding and reading comprehension instructional strategies? If the answer is yes, and you teach adults who read from the 3rd to 7th grade levels, then this pre-conference session may be of interest to you. We will share instructional strategies that were taught in our federally-funded research study run in multiple adult learner classrooms. We will discuss the common types of mistakes adult learners at these reading levels often make, as well as ways to teach them foundational decoding, word reading, and comprehension skills. During this pre-conference session, you will have ample time to practice various instructional techniques. We will also share online materials available to you for use in your classroom for reading practice.
Primary Presenter: Laura Greer, TAMU

Professional Development, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 1

The PD Portal: Texas AEL’s One Stop Shop for Professional Development

Looking for creative approaches to professional development? Join this session where we will explore how adult education in Texas uses an online learning management system (LMS) to organize and deliver professional development. As the statewide Professional Development and Resource Center for Texas Adult Education and Literacy (AEL), the Texas Center for the Advancement of Literacy and Learning (TCALL) implemented a new approach for delivering professional development by utilizing an LMS called “The PD Portal.” TCALL uses the PD Portal to provide professional development opportunities and resources in a collaborative environment to a wide variety of stakeholders. In this session we will demonstrate the different features of the PD Portal and how TCALL is able to employ those features to provide outstanding customer service and professional development opportunities across the state.

Learn about our online Communities of Practice, our online PD course content, and other resources that TCALL’s PD Portal provides. The Portal has built-in, custom reports that assist our local programs in managing their programs’ PD, by unique users. The target audience for this presentation includes anyone invested in adult education who is looking for creative ways to provide professional development. Program directors, PD coordinators, AEL funders, AEL teachers, and trainers will all benefit from this exploration of how Texas utilizes an LMS to provide professional development opportunities and resources to our nearly 4,000 AEL employees.
Primary Presenter: Jerry Haffner, IN DWD Adult Education
Co-Presenter(s): Dan DeVers
Professional Development, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Galerie 1
Unmask Adult Education’s Potential—Implementing a Dynamic Professional Development Facilitator Network to Boost Learner Outcomes
The Department of Workforce Development and Indiana Adult Education are increasing measurable skill gains for learners at much higher levels than ever before. Indiana’s new Professional Development Facilitator Project (PDF) allows adult educators to chart their own course based on established state and national priorities and provides a venue for teachers to grow learning communities. The Professional Development Facilitator network concentrates on local program need, state dissemination of products and information, and leadership development. It is an integrated system delivered by experts, contracted individuals, state staff, and program staff; employs multiple delivery methods—conferences, workshops, program-based activities, self-directed opportunities, monitoring/coaching, technology, and focus groups; and reflects teacher needs and best practices in its offerings. Local teachers assist in the development of PD plans that focus on continuous program improvement and professional growth. This session covers the nuts and bolts of Implementing a Dynamic Professional Development Facilitator Network at any level.

Primary Presenter: Kathryn Harris, Portland State University
Professional Development, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Galerie 4
New Free Online Resources for Literacy Tutors: Tutor Ready Writing
You may already know about the free online resource for literacy tutors called Tutor Ready Reading, which are Learner Web learning plans. Based on requests from literacy tutors across the country, we have created new material called Tutor Ready Writing. This new resource contains 20 bite-sized, research-based modules that can be done in any order, as pre-service training or self-access on-demand learning based on the needs of the tutor or program. As a whole, Tutor Ready focuses on topics relevant to adult literacy tutoring in both reading and writing including: a question and answer format, practical, research-based explanations, suggestions, and strategies for assessing and tutoring adult learners, as well as video and audio demonstrations of many of the tutoring techniques. The presenter will demonstrate what is available in each of the topic areas and demonstrate how Tutor Ready provides professional development opportunities for teachers, tutors, and administrators.
Primary Presenter: Daquanna Harrison, Elevation Educational Consulting Group
Professional Development, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 4

Culturally Aware Teaching: Avoiding Pitfalls and Learning from Your Students
Culturally relevant pedagogy has often been discussed within the context of K-12 teaching. However can the concept be applied to the adult education classroom, particularly within the context of the Black Lives Matter Movement, persistent attacks on immigrant communities, and the diverse experiences of adults? In this workshop we will provide specific strategies that address incorporating culture appropriately and perhaps more importantly ways to prevent culturally insensitive pitfalls. We have all been in situations where our perspective is misaligned with the perspective of our student. In this current political era we must have a larger scope of knowledge and be able to incorporate our students’ images, perspectives, and realities into our lessons. In this workshop we will explore how to integrate culturally relevant material into your class. We will also discuss major ‘fault lines’ that you should be thoughtful of and prepared to engage with or contain.

Primary Presenter: Patricia Hughes-Fitzgerald, The Ohio State University
Co-Presenter(s): Traci Lepicki, Alicia Willis, Beth Crawford
Professional Development, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Salon B

From the Conference to the Classroom: Finding, Evaluating, and Aligning Open Educational Resources
If you Google the word “fractions,” you will get approximately 235,000 resources in 0.38 seconds. Awesome, right??! Now, pretend you are an adult education teacher with maybe 30 minutes of planning time during which you need to figure out how to teach multiple content areas to a classroom full of learners at every level. Now, back to those 235,000 fraction resources…that’s evaluating approximately 7,500 resource every minute. Not. Gonna. Happen.
In this session you will learn how to find, evaluate, and align standards-based educational resources. We will share tried-and-true open educational resources, our simple yet effective evaluation methods and resources, and our comprehensive lesson plan templates for ABE/ASE and ESL. And, you will get the chance to practice finding, evaluating, and aligning open educational resources to take straight from the conference to your classroom!
Primary Presenter: Laura Lanier, Manhattan Strategy Group
Professional Development, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Galerie 4
Get Involved in STudent Achievement in Reading (STAR): A Hybrid Approach to Evidence-Based Reading Instruction

STudent Achievement in Reading (STAR) was created to assist states and local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (grade level 4.0-8.9). STAR is a comprehensive reading reform initiative for implementing evidence-based reading instruction (EBRI) with this learner population. STAR training and technical assistance packages, available for purchase by states, include professional development, tools, and resources. STAR has transitioned to being available as a hybrid web-based delivery. During this session, participants will learn about the evidence base which supports STAR, get an overview of STAR, and find out how to get involved.

Primary Presenter: Astrid Liden, Minnesota Department of Education
Co-Presenter(s): Kristine Kelly, Patsy Egan
Professional Development, Session 1, Monday, April 1st 8:00am-9:00am, Galerie 1
Five Years Later and Many Lessons Learned: Statewide CCR Standards Implementation

Minnesota is now in its fifth year of statewide implementation of the College and Career Readiness Standards (CCRS) for Adult Education. Along the way, we have learned several valuable lessons that can enhance your state or program CCRS work! For each lesson learned, we offer concrete strategies as well as free, accessible resources, including CCRS classroom videos, planning templates, evaluations tools, observation protocols, and more. When standards-aligned instruction is done well, it allows adult education students to gain the essential literacy and math skills they need for success in postsecondary education, the workplace, and within their communities. Join us to move this important work forward in your context as we share our insights and learn about yours!
Primary Presenter: Laurie Martin, Adult Learning Resource Center
Co-Presenter(s): Laura Sherwood
Professional Development, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 1

Effective Professional Development in Adult Education: Application Is Key
Instructors in adult education programs are often hired with little prior training. They frequently undergo subsequent professional development with minimal effect on their teaching. The presenters demonstrate an innovative and effective training model that incorporates required activities through which teachers apply training content to their classrooms, resulting in improved instruction. Through this process of "applied PD," hundreds of Illinois adult educators have made positive changes in their instruction. The presenters will demonstrate assignments from both in-person and online courses. They will share sample assignments, actual teacher responses, and feedback provided by subject matter experts. Attendees will be able to incorporate similar application tasks into their PD activities, thereby increasing transfer of learning to the classroom. Time will be allotted for participants to ask questions and share effective PD models.

Primary Presenter: Dori McCormack, SABES/Quinsigamond Community College
Co-Presenter(s): Kate Anderson
Professional Development, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Galerie 4

Blended Learning for Sustained Professional Development
The goal of professional development is positive change – change in thinking through learning and reflecting and change in practice through the application of learning. To effect this kind of change in the classroom, professional development providers need to support educators as they move from workshops to their classrooms. This session presents a blended approach to professional development that combines face-to-face and online components as a way to provide sustained support to educators beyond single-session workshops as they try out new tools and techniques in their classrooms, reflect and collaborate with colleagues, explore an array of resources, and make positive changes in their teaching practice. Presenters describe the development of this approach, explain the features that contribute to its success, and discuss its applicability in other settings. The session is targeted to professional development providers, but appropriate for all ABE program directors and teachers.
Primary Presenter: Christopher McFarland, Delgado Community College
Professional Development, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Galerie 4

The Power of Observation—Peers Creating Collaborative Standards
This presentation will focus on peer observation and allow instructors the chance to evaluate class facilitation and discuss best practices. This session will allow instructors the opportunity to set up networks of observation that will allow standards to flourish through collaboration and community.

Primary Presenter: Lei Lani Michel, Delgado Adult Education
Co-Presenter(s): William McGee, Jr
Professional Development, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Galerie 1

Everyone Has a Gift: Teaching with a Disability & Teaching About Disability
This presentation will have two adult education instructors who have disabilities reflect on their experiences and how we can expand options for students with disabilities. They will describe the ways their disability has informed their professional choices. The first speaker will give his story of living with cerebral palsy and how he became the program coordinator. The second speaker will describe what it means to live with congenital heart disease and how it impacted her teaching styles. Both teachers will then offer practices that have helped students apply for accommodations due to disability. This help has increased the success rate of students passing the HiSET®, and we give a data review of our success with this approach. The presentation is intended as a dialogue to increase the awareness of disability at the COABE conference.

Primary Presenter: Telly Mikel, South Dakota Department of Labor and South Dakota Adult Learners
Co-Presenter(s): Tracey Nester
Professional Development, Half-Day Preconference, Sunday, March 31st 12:30pm-3:30pm, Salon A

There Is No Right or Wrong...Only Progression
This preconference experience has been rated 5 stars by your colleagues in adult education. In this exploratory session we make attempts to raise our level of awareness with respect to our educational philosophy, mission, and the results we obtain. Engaged in quote analysis and teachable excerpts from fiction and non-fiction works, we utilize the concepts I have developed in my classroom over the past 9 years to set the tone for the entire conference experience. Be prepared for positive-energetic-intellectual exchange designed to create quality and value as you engage in the remainder of the conference experience in New Orleans.
Primary Presenter: Beth Ponder, TCALL
Co-Presenter(s): AnneMarie Molinari, Marian Thacher, Marcela Movit
Professional Development, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Galerie 1

The Texas Adult Education and Literacy Content Standards Roll-out: Coaching and Distributed Learning Model

Join us to hear about the Texas Adult Education and Literacy Content Standards Roll-out. Participants will learn how Texas used a distributed learning and instructional coach model to implement a year-long, intensive professional development event to implement content standards-based instruction in adult education programs statewide. Trainers will give an overview of the training content and will model training activities. Participants will also be introduced to “what’s next” – how Texas is taking their content standards to the next level, tying their standards to work activities and skills employers are looking for – WIOA style!

Primary Presenter: Kelley Provence, Literacy Action
Professional Development, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Studio 6

Breaking the Bottleneck: Moving Struggling Readers (ABE 1-2) to Fluency

Too many ABE students remain at the lowest NRS levels, which serve students who are not yet fluent readers. This workshop will help instructors and program directors more easily identify where in the reading process their students currently reside and provide research-based best practices that will more effectively move these students to the next level. In addition to walking away with a clear and practical understanding of how you move students along the reading continuum from non-readers to fluent readers, participants will practice teaching reading at each stage using simple, but effective, techniques. This will allow you to better support the teaching staff. TABE 11/12 requires more advanced critical thinking skills. Since fluency is a precursor to comprehension, breaking this fluency bottleneck is critical for both student and organizational success on standardized assessments.
Primary Presenter: Steven Schmidt, Adult Basic Skills Professional Development
Professional Development, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 1

Producing Powerful Presentations

Whether we are teaching our students, doing professional development for colleagues, or trying to impress a funder, effective presentations are crucial for adult educators. What can we learn from research, especially in neuroscience, about how to build better presentations? How can we apply best practices from TED talks into our presentations? What does research on attention spans have to tell us? Why are so many PowerPoint presentations so deadly dull? This session will focus on how to design and build more effective teaching and learning experiences.

Primary Presenter: Maja Stojanovic, Louisiana State University
Co-Presenter(s): Petra Robinson
Professional Development, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 4

Attitudes of Non-Native English-Speaking Graduate Students Regarding Academic Success and Job Prospects

Considering the number of non-native English-speaking graduate students in American universities, the question arises about language competencies needed for success and retention in their academic programs. Additionally, this study aims to grasp how these students perceive the opportunity for employment for those graduates who decide to apply for jobs in the United States. Data collected from individual face-to-face interviews will help us understand nuances in the perceptions of non-native English-speaking students in the Southern U.S. related to their academic success and career prospects in the United States. The findings should be of use to graduate schools or other educational institutions and their faculty, who could gain knowledge helpful for modifying the curricula for current and new international students. Organizations interested in recruiting non-native English-speaking graduates could also benefit from this study by way of understanding non-native English speakers’ perceptions of career opportunities and the work environment in the U.S.
Primary Presenter: Tamara Thompson, Mockingbird Education
Professional Development, Half-Day Preconference, Sunday,
March 31st 12:30pm-3:30pm, Studio 3

High-Yield Cognitive Instructional Strategies for Struggling Learners
Your instructional approach determines your program’s potential. Instruction is how we teach. Instruction impacts attendance, program retention, and learner outcomes. Vulnerable learners have unique needs. In addition to knowledge and skill gaps, they often have academic baggage that impacts confidence, trust, motivation, and persistence. Our instructional methodology specifically addresses the unique needs of vulnerable learners. We combine evidence-based instructional strategies in content, motivation, and mindset with 20 years of practical teaching experience. The results? An active instructional approach designed for the unique needs of adult vulnerable learners. Learn how to teach content using evidence-based strategies that make learning more accessible, digestible, and memorable. Learn how to infuse instruction with esteem and motivation techniques that help learners overcome mental and emotional learning barriers. Prevent disruptive behavior before it begins. Build trust and diminish power struggles quickly with simple messaging strategies that reduce learner conflict and risk-perception.

Primary Presenter: Jamie Trujillo, Albuquerque Adult Learning Center
Co-Presenter(s): Terri Gustafson, Montserrat Oyanedel-Tolmo, Don Dutton
Professional Development, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 1

Webinars that Work: Using Teams to Create Effective, Meaningful, Online Professional Development.
Are you looking for ways to provide or receive effective professional development in your state without a significant strain on your budget? Is it difficult for instructors in your state to receive regular training? Is technology a “taboo term” for you? If so, this interactive session will help provide a solution. The New Mexico Distance Education & Learning Technologies (NMDELT) team offers two webinars per month free to anyone who is employed by a state-funded adult education program. In this session, NMDELT presenters will explain how webinars are set up, created, rehearsed, and delivered using a team system (one moderator and at least one presenter) so that webinars are engaging, entertaining, and informative with minimal technical difficulties. Participants will work together to practice filling the role of both moderator and presenter, and presenters will share ideas on how to solve common issues. Finally, presenters will share data and lessons learned.
Primary Presenter: Sudie Whalen, American Institutes for Research
Professional Development, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Galerie 4

Adult Learner Motivation: Encouraging Growth Mindset While Reducing Stereotype Threat

This workshop will focus on reducing stereotype threat while encouraging a growth mindset in adult learners. “How do I motivate adult learners in my classroom?” is a common question heard in the halls of adult schools. Research tells us adults are self-motivated and educators cannot motivate them, but research also shows us that educators can be instrumental in helping adult learners adopt a growth mindset which, in turn, can lead to increased motivation. Research also tells us that a lack of motivation can be connected to stereotype threat or a person’s uneasiness caused by being concerned that others in a group will judge her or him by a dominant stereotype. Learn how to combat stereotype threat while increasing self-efficacy in this workshop.

Primary Presenter: Leecy Wise, Reconnection Company
Professional Development, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 1

Outstanding, Optimal, and Open Education Resources for Adult Learners (O3ER)
Open educational resources (OER) continue to explode and, fortunately, in the direction of adult education! In this session, participants will review OER concepts and their related licensing definitions, explore OER online that can be effectively used in adult education, identify repositories for OER content, develop search techniques, evaluate lesson plans to meet open classroom requirements, and contribute to the process of posting and remixing OER through OER Commons. OER is for all educators, no matter what their role or field of interest. Everyone is invited to participate and everyone, thereafter, is invited to share OER for and by adult learners. Looking for a publishing niche? That’s it!
Primary Presenter: Janet Zadina, Brain Research and Instruction
Professional Development, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Galerie 1
Unmasking Hidden Learning Pathways in the Student Brain: Enhancing and Energizing Instruction to Maximize Potential
Discover what is and isn’t true about brain-based learning. See for yourself how the brain actually learns. Look inside the brain as it learns. Find out the single most important factor in learning and the difference between thinking and real learning. Discover the strengths and weaknesses of the adult learner’s brain. Acquire strategies for maximizing learning using those strengths. Discover what part of the brain you are responsible for helping to develop! Go beyond visual, auditory, and kinesthetic and find out about other powerful learning pathways in the brain! Acquire strategies for stimulating multiple pathways in your classroom activities and assignments. Learn how to avoid "drill and kill" and get more learning in less time. Leave with exciting new strategies for raising achievement and energizing instruction. Come prepared to laugh, engage, and participate in this keynote presented by a teacher who became a neuroscientist.

Primary Presenter: Melissa Zervos, Maryland Association for Adult Community and Continuing Education
Co-Presenter(s): Heather Ritchie, Lindsey Crisfasi
Professional Development, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 4
Exploring What Works in Professional Development for Administrators as Providers and Teachers as Learners
Two administrators and a teacher will identify types of professional development (PD) from workshops, to coaching, to online options, and evaluate how various forms worked to change minds and actions. We will explore different ways people experience it, how attitude affects learning, and how workshops are a starting place for PD. From the teacher’s side, we will look at, “What are my next steps?” if information is new and, “How can I make PD sessions relevant in the cycle of professional learning?” if I already know the information. From the administrator’s side, we will look at, “How do I differentiate and support diverse needs and interests as well as levels of experience?” Attendees will reflect on their own PD experiences as well as evaluate their current options. They will determine how to choose ways to hone their craft and maximize instructional time to best support students with their educational goals.
**RESEARCH**

**Primary Presenter: Ellen Beattie, Maryland Dept of Labor, Licensing, and Regulation**
Research, Session 2, Monday, April 1st 11:15am-12:15pm, Studio 1

**The Mind’s Design: Habit Your Way to Excellence**
Harness the neuroscience of habit building to maximize success. Neuroplasticity research reveals that habits are malleable and that habit-forming activities follow the same behavioral and neurological patterns. Join me to investigate the science of habit building and the process by which conscious choices become automatic habits. Learn how to rebuild these patterns to more intentionally pursue your goals. Discover how to use the habit loop and the motivational wave to your advantage. Master your own habits and then coach your learners in building academically sound keystone habits.

**Primary Presenter: Alison Collman, Palm Beach State College**
Research, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Studio 1

**Best Understanding the Needs of the Nontraditional First Year College Student: A Beginning Research**
The purpose of my study is to best understand the needs of the nontraditional first year college student and propose ways to reformulate the educational system so that all students have equal access to education. This study is still in its infancy as research is still being conducted.

**Primary Presenter: Jamie Kreil, Hamline University**
Research, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 1

**Becoming an Expert Through the Process of Professionalization: A Case Study of an Adult Basic Education Licensure Program**
Many of us share the experience of entering the field with a variety of professional experiences and abilities. We may also have many years of classroom teaching experience or none at all. What does this diversity of experience and work settings mean for ABE teacher preparation? During this presentation, you will learn about key findings from a doctoral case study of an ABE licensure program in Minnesota. Whether your state is considering a license or you need to beef up your professional development, the findings and implications of this study will be of interest to program administrators and professional development providers preparing ABE teachers on academic and practical levels.
Primary Presenter: Jennifer Lewis, University of Massachusetts, Amherst
Co-Presenter(s): Stephen Sireci
Research, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 1
No Consequence is Inconsequential: Building Validity Evidence for the Massachusetts Adult Proficiency Test

The current study was purposed to gather validity evidence based on consequences of testing for the Massachusetts Adult Proficiency Test (MAPT) for Mathematics and Reading. The information gathered from the study was used to fill the gap in the validity argument for the MAPT and answer key validity questions regarding appropriate test use and interpretation of scores. Eighty-three adult basic education (ABE) teachers from Massachusetts completed a survey that explored ABE teachers’ experiences with assessments, as well as their perspectives of the MAPT. Overall, the results indicate that the MAPT is being used appropriately in conjunction with other information to assess the knowledge and skills of adult learners in Massachusetts. Moreover, the results suggest the MAPT is currently under-utilized in the role of instruction evaluation. This study serves as an initial step toward generating validity evidence based on consequences of the MAPT.

Primary Presenter: Jen Vanek, World Education
Co-Presenter(s): Kathy Harris, Jill Castek, Gloria Jacobs
Research, Session 1, Monday, April 1st 8:00am-9:00am, Studio 1
21C Learning Ecosystem for Working Learners: An Innovative Research Project

The Literacy, Language, and Technology Research group (LLTR) at Portland State University and the EdTech Center @ World Education are creating and implementing a multi-phased study to identify the constellation of factors that motivate and incentivize frontline service workers to engage in learning activities that support development of 21st century skills, specific workplace skills, and adult basic skills (including English language and literacy). This research addresses the need for employers, educators, and policy makers to better understand the characteristics of available learning opportunities and how to engage worker-learners in the development of digital problem-solving necessary to succeed in the modern workplace. In this interactive session you will learn about this unique study designed to amplify the voices of worker-learners and share what you consider essential factors in the 21st century ecosystem. Presenters will share ways to continue the dialogue to ensure this research is meaningful for adult learning programs.
2019 COABE Conference Accepted Proposals by Strand

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**SCIENCE**

**Primary Presenter:** Eric Appleton, CUNY Adult Literacy/High School Equivalency Program

**Co-Presenter(s):** Mark Trushkowsky

Science, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Rhythms 2

“I'm Your Density!”—The Mathematics of Crowdedness in Science & Social Studies

Density is an idea that is used to measure many different things. For example, how many people live in a place, the number of animals that can survive in the wild, and the weight of gold are all related to density. This workshop will explore how density can be taught in a way that scaffolds concepts from geometry and proportional reasoning, with contextualization in social studies and science. Participants will consider how to use the mathematical idea of area to understand population density and the idea of volume to understand the density of matter (volumetric density). Participants will receive access to extensive student study materials on population density, the density of matter, and 7 other high-emphasis topic areas on the high school equivalency exams under the College and Career Readiness Standards.

**Primary Presenter:** Nell Eckersley, Literacy Assistance Center

**Co-Presenter(s):** Lizelena Iglesias

Science, Half-Day Preconference, Sunday, March 31st 8:30am-11:30am, Studio 3

**Integrating Digital Skills: Using Google Slides in Science Instruction**

Like PowerPoint, Google Slides has many applications in education and work. In this half-day preconference we are going to explore how Google Slides can be used in science instruction with a particular focus on representing cycles in science. Participants will develop and strengthen their own conceptual understanding of the Earth as a living system by exploring the connections among all parts of the system: air, water, land, and life. They will also learn and strengthen their skills in creating Google Slides by building their own Google Slides if/then stories. Bring your own laptop for the hands-on components of this preconference. This workshop is aimed at people with low level Google skills and some basic science knowledge. People with more advanced skills are welcome but should know that we are starting at the beginning. Participants should come with a Google account and the credentials to log into it.
Primary Presenter: Shana Friend, Highline College
Science, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Rhythms 2
Balancing Chemical Equations for Non-Chemists
Nervous about teaching chemical equations? Join us as we practice breaking down the concepts using manipulatives and open source material so that both teachers and students can unmask their chemistry potential come test time. (This session is corrections-friendly.)

Primary Presenter: Lizelena Iglesias, Literacy Assistance Center
Science, Session 5, Tuesday, April 2nd 8:00am-9:00am, Rhythms 2
Science and Literacy Practices Working Together
Do you want to learn how literacy practices can strengthen a student’s capacity to construct scientific explanations? By using interactive read-aloud, graphic organizers, and writing scaffolds, you can greatly enable a student’s ability to construct scientific explanations gleaned from textual evidence and quantitative data. Come to this session to experience this powerful relationship.

Primary Presenter: Lakshmi Nayak, SABES/Quinsigamond Community College
Science, Session 1, Monday, April 1st 8:00am-9:00am, Rhythms 2
Science Processes for All Levels of Literacy
Don’t wait for the ASE level to teach your students science! Incorporate science processes and ways of thinking into your ABE and ESOL classes. Explore activities to identify 7 science processes defined by the San Francisco Exploratorium’s Institute for Inquiry. Supplementary handouts and links to resources will provide connections to the CCR Standards and ideas for science literacy at various reading levels.
Primary Presenter: Heidi Schuler-Jones, Adult Numeracy Network
Science, Session 3, Monday, April 1st 1:30pm-2:30pm, Rhythms 2

Inquiry-Based Science and Rare Diseases
Participants in this session will explore the FREE resource from the National Institutes of Health (NIH) called Rare Diseases and Scientific Inquiry. We’ll experience science lessons that promote the five phases of the BSCS 5E Instructional model, which are designed to facilitate the process of conceptual change. The use of this model brings coherence to different teaching strategies, provides connections among educational activities, and helps science teachers make decisions about interactions with students. We’ll use a case study of a rare disease to model how to use inquiry-based lessons in the classroom. Participants will leave the session with ready-to-use materials and lesson plans for their next science class.

STATE INNOVATIONS

Primary Presenter: Patrick Brown, Michigan Association of Community and Adult Education
Co-Presenter(s): Karyn Goven
State Innovations, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Bayside C

Michigan Adult Ed at 35: Communications, Outreach and Strategic Planning Initiatives for Adult Education
The Michigan Association of Community and Adult Education (MACAE) is on the move, prepared to meet the challenges and exciting opportunities ahead for adult education. This session will share the process for the development of our statewide priorities and strategic goals for the future. In addition, we will discuss the creation of our new outreach position and which areas we have targeted this year including professional development, advocacy initiatives, and communications and outreach as a statewide organization. We will share ideas for how you can implement these same techniques and strategies for mobilization and engagement with adult education professionals, lawmakers, and leaders within your own organization and state. Come share your input and help shape your own adult and alternative education priorities for your program and state!
Unmasking the Brilliance of Adult Education: Elevating New Mexico from Worst to Best in the Nation

New Mexico ranks among the worst in the nation in educational attainment, poverty, violence, substance abuse, and suicide. With the advent of the WIOA legislation, a group of New Mexico adult education (AE) practitioners rallied to the call of building career pathways out of poverty and launched a radically innovative professional development initiative for elevating New Mexico to stand among our nation’s top performers. Our C3 Initiative develops AE programs from “the inside out” to build Collaborations, Competency-Based Education, and Career Pathways programming. Design components include a three-year program commitment, a decision maker with two teachers from each program working for integrated change, program accountability with deliverables and increased responsibility, and the creation of a statewide professional learning community with a 33-week research-to-practice online curriculum. Our session shares knowledge and tools for supporting adult educators to unmask our brilliance and become leaders in the national career pathways movement.

A Tale of TABE Triumphs and Trials in Illinois

Implementing TABE 11/12 in Illinois has been both a triumph and a trial. We have had success, but also challenges that required planning, training, troubleshooting, and adjusting. Join us in this session as we explain the steps Illinois has taken to prepare the adult education field and its WIOA partners to understand and administer TABE 11/12, including the design of our mandatory training series. We will share assessment best practices that top performing programs in Illinois are using. We will explore some of DRC’s materials, as well as our own state-made resources, that have helped adult educators transition to the new test.
Primary Presenter: Joey Lehrman, Delgado Community College  
State Innovations, Session 2, Monday, April 1st 11:15am-12:15pm, Bayside C

Distance Learning in Adult Education: How We Built and Scaled a Fully Online Program

Distance learning and educational technologies are quickly changing the educational process for teachers and students alike. The promise of online learning is both real and challenging. In this presentation, we will share our experience building the first fully online adult education program in Louisiana with a view towards how to start small and get online now. We will also discuss trends that are shaping classrooms in the 21st century. Our eLearn distance learning program started in 2014 with a pilot cohort of one teacher and 30 students. We’ve since grown to a statewide initiative with over 1,000 students served by 40 teachers/coaches at eight partner community colleges. Participants will walk away with an overview of how we build and deliver the classes, how coaching supports the online experience, what the statewide partnership looks like, and lessons we’ve learned from the past 4 years to help teachers get started online now and administrators consider how to add fully online or hybrid elements to any adult education setting.

Primary Presenter: Carolyn Zachry, California Department of Education  
Co-Presenter(s): Bob Lanter, Brandon Anderson  
State Innovations, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Bayside C

The Heart of Innovation and Opportunity: Unmasking the Partnership Between Adult Education and Workforce Boards

In this interactive session, participants will unmask the key traits present in high performing partnerships. Participants will learn about innovation practices from California that could be implemented in other states. Participants will discover opportunities to further partnership that are productive in serving adult learners. Topics to be covered include: regional collaboration, co-enrollment strategies, career pathways, and sector partnerships.
Primary Presenter: Katy Brown, Pima Community College
Co-Presenter(s): Ellen Wang
Student Engagement, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Galerie 5

Connecting Math and Science: Contextualizing to Topics That Count
Where do standards for mathematical practice come together with science and engineering practices? How can the vocabulary, discussion, and themes in the math class support the student’s knowledge of science content and take advantage of student interests? This instructor/student leader team uses the topic of recycling to demonstrate application to our math classes with lessons for fractions, percents, ratios, and other foundational math skills. We bring together the GED® Science focusing theme of energy and related systems, with real data, charts, infographics, and information about recycling and materials cycles. Students care about recycling. It is a way to be civically active. Experience the connections to GED® preparation and career preparation that integrating science and math can bring to your students in your classroom. Extensions to reading and writing lessons are available and encouraged. This session will provide usable takeaways for your classes.

Primary Presenter: Darrin Campbell, South Louisiana Community College
Co-Presenter(s): Karl Robinson
Student Engagement, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Galerie 5

Everyone’s a Teacher: Building and Growing an Adult Education Community
The ultimate goal of any great teacher is to pull students’ hidden strengths to the surface. However, this goal gets lost as numbers take control: retention numbers, test scores, stretching already limited resources beyond the breaking point, meeting increasingly more demanding benchmarks, and begging for more funding in a state where education is notoriously underfunded. We decided this past summer to marry our goals and challenges and actively recruited motivated students to act as tutors, workers, receptionists, and (most importantly) teachers in our adult education program. In this presentation, we will outline how workers are recruited and utilized, the benefits reaped by the workers, students, and program alike, and we will discuss our fundamental educational theories that led to the practices in our program, which we’ve come to call “Everyone’s a Teacher.”
Primary Presenter: Jennifer Dalzell, Carlos Rosario IPCS  
Student Engagement, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Galerie 2

On Persistence in Adult Education: An Adult Learner-Led Panel

Persistence in educational and vocational programs for our adult learners is critical, yet adult learners face a variety of challenges that result in the discontinuation of these programs. In this session a panel of adult learners, both ELLs and native speakers from Carlos Rosario International Public Charter School, share insights into the practices and strategies that have aided them in persisting to achieve their educational, career, and life goals. The panel discussion will be followed by a brief presentation from faculty of Carlos Rosario School highlighting lessons learned that are informing programmatic decisions and instructional strategies to address learner persistence. In the final portion of the session participants will share their challenges and successes in promoting this important issue.

Primary Presenter: Patricia Holt, Georgia Southern University  
Co-Presenter(s): Debra Maseko-Runge, Joshua Gernatt  
Student Engagement, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Galerie 5

Helping Students Identify and Overcome Negative Emotions in the Classroom

Returning to the classroom as an adult can be extremely difficult for many adults. The thought of stepping into a learning environment can generate negative memories or thoughts involving stress, victimization, and failure. Research shows that the student does not have to experience any of these emotions personally and seeing another student experience a negative situation or sharing an experience verbally can lead to fear. In order to help our students better deal with and overcome these feelings, we as practitioners must identify the students who are dealing with these negative fears and self-images. This will assist them in becoming successful in their learning endeavors and ultimately reach their true potential. This session will identify signs common in adult learners who feel like impostors in the classroom and are ready to fail at any moment, along with strategies that will help students be more comfortable with the learning environment, leading to increased performance.
Primary Presenter: Dawn Hughes, Central Illinois Adult Education Service Center  
Student Engagement, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Galerie 5  
**Discover the Hidden Potential in Yourself and Your Students**  
Do you have a habit that you would like to change? This session will not provide you with a magic one-size-fits all solution. Instead we will explore the four tendencies as defined by Gretchen Rubin’s ground-breaking research. Every day each of us face two kinds of expectations: outer expectations and inner expectations. How we respond to those expectations shapes our tendency. Join us to gain insight into how to motivate yourself and your students and apply your new found knowledge to understand how the four tendencies are at play in the work and social settings.

Primary Presenter: Diane Jackson, Queen Creek Adult Education  
Co-Presenter(s): Kathleen Budway  
Student Engagement, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 5  
**Connect the Dots: Student Leadership Development and WIOA Employability Skills**  
In this interactive session, participants will explore the connection between student leadership training and WIOA employability skills. The session, which may include one student ambassador, will examine the skills developed during leadership/ambassador training related to leadership, teamwork, communication, customer service, professionalism, and self management, among others.

Primary Presenter: Jeniah Jones, FSCJ  
Co-Presenter(s): Barbara Summers  
Student Engagement, Session 3, Monday, April 1st 1:30pm-2:30pm, Galerie 5  
**HSE Cross-Curricular Collaboration and Service Learning: A Pathway to Academic and Personal Growth**  
The high school equivalency teachers of Florida State College piloted a collaboration in Spring 2016 and found significant success. In Spring 2017, the faculty integrated service learning in the collaborative classroom and found that it not only led to student engagement in the classroom, but also in the community around them.
Primary Presenter: Susanna Lee, Western Iowa Tech Community College
Student Engagement, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Galerie 5

Breakout!
Based on the concept of popular room-escape games, breakout boxes are an incredibly engaging way for learners to explore or review material. Useful for learners of all levels in math, science, social studies, English language arts, ESL, civics, and more, breakout boxes can be as high- or low-tech as desired. The only limit is your imagination! In this hands-on session, participants will experience breakout boxes used for a variety of subjects and will gather ideas for designing their own boxes.

Primary Presenter: Samuel May-Varas, Clark College
Co-Presenter(s): Meredith Lynch
Student Engagement, Session 5, Tuesday, April 2nd 8:00am-9:00am, Galerie 5

Unmasking Barriers to Student Success: Collaborating Across the Institution to Promote Enrollment, Retention, and Completion
Facing serious enrollment challenges, the Transitional Studies Division at Clark College formed the Barriers Task Force, a multidisciplinary team of faculty, staff, and community members committed to determining what is blocking our students’ path to enrollment and completion and developing meaningful, data-informed interventions to promote student success. In this presentation, we will model some of our more effective student engagement/retention strategies as we share insights from the ongoing work of our task force.

Primary Presenter: Fredrick Parham, Atlanta Public Schools
Co-Presenter(s): April Fresh
Student Engagement, Session 10, Wednesday, April 3rd 8:00am-9:00am, Galerie 5

Reach to Teach: Recruiting and Retaining the Urban Student
This session is an interactive workshop that will transform teachers' understanding and approach to inspiring students who live in underserved communities around the country. This workshop promotes development of healthy partnerships with adult students to select rewarding careers in a newly shaped U.S. economy. Reach to Teach explores the "legends of urban educational apathy" and replaces them with more timely teaching practices that will retain students in the classroom to completion.
Primary Presenter: Cynthia Peters, World Education
Student Engagement, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 5

The Writing Process Builds Skills, Develops Voice, and Supports Students to Persist
Teaching writing touches on so many important learning opportunities. Your students will learn the basic skills they need to be successful in school and in their careers. They will access their “voice,” by using the writing process to grapple with concepts, make sense of complex ideas, and determine their own perspective. Finally, they will be inspired to stay in school, because writing (at any level) is a deeply rewarding way to be heard. When students put their ideas on the page, those ideas are taken seriously, and they are invited to refine their ideas and make deep connections, they will see themselves as successful students and thinkers who belong in school!

Primary Presenter: Laura Porfirio, Pima Community College
Co-Presenter(s): Diane Jackson, Patricia Albavera, Brittany Martinez,
Sam Vega, Ana Chavarin
Student Engagement, Full-Day Preconference, Sunday, March 31st 8:30am-3:30pm, Galerie 3

Adult Education Ambassadors Representational Leadership—Train the Trainer
The Ambassadors Representational Leadership Training program focuses on the development of student voice in the fullest sense. It provides adult learners a recognized role in which they can publicly speak about their own experience and represent the common interests and needs of others. Students develop confidence and skills that transfer to other personal and professional roles. During this train-the-trainer session, participants will learn and participate in the four crucial components of representational leadership for adult basic education: awareness – statistics and research; stories – a powerful tool to affect change; public speaking – crafting a message and delivering it effectively; and meeting with officials – planning and facilitating a meeting with a person in power.
Primary Presenter: Jazmine Salas, Chicago Citywide Literacy Coalition
Student Engagement, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Galerie 5
**Rooted in Racial Justice: The History of Adult Education**
The "Rooted in Racial Justice" video tells the history of adult education and its connection to the Civil Rights Movement. The film features three adult learners of color discussing their experiences with racism and how providers can honor the past and fight for racial equity. This presentation will feature a film screening plus a discussion about how to use the video in the classroom.

Primary Presenter: Samantha Vega, Allegany College of Maryland Adult Education Program
Co-Presenter(s): Melanie Chapman
Student Engagement, Session 1, Monday, April 1st 8:00am-9:00am, Galerie 5
**Adult Education Transforms Communities: Stories of Empowerment and Self-Efficacy**
The effect of experiential and transformational learning that takes place throughout the adult educational instructional experience can create the foundation for a successful life after adult education. The stories of adult learners can help others understand that their journey to overcome challenges can empower others to advocate for themselves.

Primary Presenter: Joy Zimmerman, UCLA
Student Engagement, Session 4, Monday, April 1st 4:00pm-5:00pm, Galerie 5
**Algebraic Expression: A Case Study of Mathematical Thinking in the Adult Education Classroom**
As researchers, policy makers, and practitioners work toward improving student learning in mathematics, they increasingly recognize the importance of engaging students as active participants in classroom mathematics discussions. This presentation reports on current work investigating adult students’ mathematical thinking in a GED® algebra class. I investigate student participation in mathematics discussions and students’ mathematical learning in two classroom structures: whole-class and small-group. Video analysis of classroom discussions focuses on two dimensions of student participation that predict students’ learning outcomes: engaging with other’s ideas and explaining one’s own ideas. All attendees will leave the presentation with practical ideas for developing students’ mathematical ideas in their own classrooms.
TRANSITIONS

Primary Presenter: Emma Diaz, Inland Adult Education Consortium
Co-Presenter(s): Maria Duran, Alex Jaco, Mitch Rosin
Transitions, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Rhythms 3

Unmasking Mindsets: How Counseling Strategies Can Eliminate Barriers to Transitions
The Inland Adult Education Consortium has redefined how to overcome traditional barriers to adult student transition by hiring dedicated transition counselors. The sole responsibility of these counselors is to identify barriers for adult students, design innovative programs to overcome these barriers, and put in place research-based strategies to eliminate these barriers.

Primary Presenter: Sandy Goodman, World Education
Transitions, Session 1, Monday, April 1st 8:00am-9:00am, Rhythms 3

Single Mothers' Career Readiness and Success
Single mothers are a growing segment of the postsecondary student population in the U.S., yet there is limited information available about the effective practices and program models that support their success. Hear preliminary results of our investigation of program models that support single mothers on their career pathways and share your experiences, observations, and program practices.

Primary Presenter: Robert Guzman, Chicago Citywide Literacy Coalition
Transitions, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Rhythms 2

WIOA Career Pathways Innovations: Connecting Adult Education to Workforce Development
This session will share how thirteen WIOA Title II adult education providers in the city of Chicago collaborated in staffing a Career Pathways Navigator to represent their adult education programs and services at the local Near West American Job Center. The Career Pathways Navigator will share best practices, project management techniques, and data gathered during the collaborative project of transitioning adult learners into career pathways. Learn about innovative solutions that build direct connections between adult education providers, state agencies, and the local American Job Center.
Primary Presenter: Jane Harness, South Seattle College
Co-Presenter(s): Rebecca Yedlin, Jon Nachman, Zahra Alavi
Transitions, Session 8 & 9, Tuesday, April 2nd, 2:45pm-5:00pm, Galerie 2

Best Practices for Community-Building, Retention, and Transition in the ABE, GED®/HS21+, and College Prep Classroom

ABE programs have the potential to provide more than just basic education; they can be an agent for institutional change. While the integrated structural framework of our ABE, GED®, HS21+, and college prep program will be discussed, the primary focus will be on innovations we have implemented, including alternative assessment and placement and meta-cognitive activities, to support students transitioning into college and careers. By building trust through community-building activities, integrating and layering content, connecting students to people and resources on campus, and providing college success skills, retention and transition have increased significantly. In this session, participants will be exposed to experiential learning methods through hands-on classroom activities and walk away with a list of best practices and approaches for community-building, retention, and transition that can be used in a variety of ABE, GED®, HS21+, and college prep programs.

Primary Presenter: Jeff Hendricks, Landmark - ALTA
Transitions, Session 10, Wednesday, April 3rd, 8:00am-9:00am, Rhythms 3

Twelve Steps to Passing the GED® Exam and Preparing for a Lifelong Career

This session will dive into understanding the process of preparing students to pass the GED® exam through best practices, materials, and confidence building techniques AND tapping into an individual students' purpose and potential.

Primary Presenter: Sheila Manley, Cuyahoga Community College
Co-Presenter(s): Theresa Jenkins
Transitions, Session 6, Tuesday, April 2nd, 11:00am-12:00pm, Rhythms 3

Student Transition: Get Positive Results Integrating Career Pathways and Postsecondary Preparation into Classroom Learning

Matching a student’s learning style with effective teaching strategies is one of many challenges instructors face in the classroom. Identifying career pathways as well as preparing students for postsecondary programs and teaching them to pass an HSE exam can be a bit much! This session provides information activities and proven techniques that will assist both instructor and student to enjoy managing this challenge while unmasking their potential.
Primary Presenter: Penny Pearson, OTAN  
Co-Presenter(s): Terri Rowenhorst, Neda Anasseri  
Transitions, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Galerie 2  

**The Power of Technology: Math Pathways in California**  
Digital resources can offer engaging academic learning experiences, as well as build confidence in the use of computers and the internet—important skills when transitioning to college or career. OTAN supports WIOA-funded agencies as they explore and implement a variety of resources. In this session, we will learn how one tool—EdReady—is helping to accelerate math and English review by targeting specific competencies aligned to students' career goals. We will also hear how some students have made the transition from “reluctant” to “confident” participants in web-based technology.

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Primary Presenter: Debi Pezzuto, Truckee Meadows Community College Adult Basic Education Program  
Transitions, Session 4, Monday, April 1st 4:00pm-5:00pm, Rhythms 3  

**What's Next? Tips and Tricks for Implementing Successful Transitional Programs in Adult Education**  
Whether your program serves thousands of ABE students or just a few, counselors and coordinators in charge of creating and implementing transitional programs face several challenges ahead. In this presentation, Truckee Meadows Community College's Adult Basic Education Program will share their experiences with transitional programs such as CNA, CMA, and ELL Work Ready. We will discuss the nitty gritty details of coordinating and running successful Integrated Education and Training courses using Title II WIOA funds and other workforce grants. We will share tips and tricks for navigating community college procedures and department requirements and discuss how your program could see gains from accelerated learning, including transition to college and gainful employment. We will also share the value and importance of promoting program culture that accepts change and challenges and adapts to the needs of it's students.
Primary Presenter: Elaine Voigt, My Journey Home  
Co-Presenter(s): Patty Murgolo  
Transitions, Session 5, Tuesday, April 2nd 8:00am-9:00am, Rhythms 3  
**Re-Entry Populations: Educational and Career Solutions for Success**  
Working with re-entry populations? Recognizing the struggles and hurdles to education and careers is essential to your clients' success. Discover the steps to creating individualized pathways and finding solutions to the unique hurdles encountered by this underserved population, including re-entry from substance rehabilitation and incarceration. Re-entry brings with it many hurdles such as: discrimination, living in poverty or homelessness, and lack of literacy and soft skills. Benefit from the hard-earned experience of a policy pioneer that has worked with re-entry populations for over 30 years. Discussion will also include insight from an adult basic education and career pathways manager who has worked with re-entry populations and specializes in non-traditional populations navigating through education and career pathways. Learn how to make current policy work for your clients while accumulating data to advance policy changes.

**WIOA IMPLEMENTATION**

Primary Presenter: Cheryl Keenan, U.S. Department of Education  
WIOA Implementation, Session 8, Tuesday, April 2nd 2:45pm-3:45pm, Galerie 6  
**The Workforce Innovation and Opportunity Act: Three Years and Counting**  
The Workforce Innovation and Opportunity Act was enacted in June 2015. The legislation provides opportunities for states and local programs to offer new and innovative programming to adult learners, effect better ties between education and employment, and set higher standards for math and language arts. The federal adult education office has funded technical assistance to states and local programs, developed new data reporting requirements, and advanced partnerships with other federal agencies in order to support key innovations and program improvements. Come to learn about the state of WIOA implementation, including how states and local programs are responding to WIOA, advances in new programming, new federal initiatives, and second year WIOA data. Audience members will have the opportunity to share experiences and ask questions to gain greater clarity on federal requirements.
Primary Presenter: Anna Cielinski, Center for Law and Social Policy
Co-Presenter(s): Patricia Tyler, Carolyn Zachry
WIOA Implementation, Session 1, Monday, April 1st 8:00am-9:00am, Galerie 2

Your Seat at the Perkins Planning Table! And other Ways Adult Education Can Collaborate with CTE

The nation has a new Perkins Career and Technical Education (CTE) law. Did you know that adult education leaders have important roles to play in Perkins V CTE implementation? Come and learn about them and unmask your collaboration potential! The session will include a presentation of Perkins V opportunities and an expert panel of national and state adult education leaders with CTE experience. Adult education, CTE, and WIOA policy collaboration is important to facilitating joint state Perkins/WIOA planning, braiding funding streams to best serve low-income students, and finding opportunities to promote co-enrollment and Integrated Education and Training (IET).

Primary Presenter: Catrina Doxsee, Migration Policy Institute
Co-Presenter(s): Jennifer Hernandez, Julio Rodriguez
WIOA Implementation, Session 9, Tuesday, April 2nd 4:00pm-5:00pm, Studio 10

Seeking Equitable Access to Workforce Services for Adult Learners: Leveraging WIOA’s Priority of Service Provision

Despite a legal mandate to prioritize serving English learners (ELs) in adult workforce development programs, very few can currently access training services. The Workforce Innovation and Opportunity Act (WIOA) requires programs to grant priority of service to individuals who are considered “basic skills deficient,” and WIOA’s nondiscrimination and equal protection provisions forbid discrimination against ELs. Despite these requirements, as well as years of best practice research on implementing similar priority of service guidelines, few states and local workforce boards have taken steps to open up training services to ELs and those without a high school diploma or equivalent who meet the priority of service. Join us for a discussion of the priority of service mandate and the steps that are needed to ensure fair access to workforce training services for ELs and other target populations.
Primary Presenter: Jane Eguez, CASAS  
Co-Presenter(s): Linda Taylor  
WIOA Implementation, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 2  
**CASAS Overview and Updates**  
Learn how to implement quality ABE and ESL programs with standardized accountability measures. Join the more than 30 states who have adopted CASAS for use in their adult education programs. The CASAS framework assists programs to assess, instruct, and track youth and adult progress from beginning literacy through transition to postsecondary and the workforce. This session will provide an update on the new CASAS GOALS series aligned with the College and Career Readiness Standards for Adult Education. CASAS is an independent non-profit organization that provides assessments of basic skills for youth and adults and curricular tools for target instruction. CASAS products and services certify language and basic skills proficiency and promote the transition to higher education and the workforce. CASAS is a longstanding and exemplary organization whose assessments are approved and validated by worldwide government and education agencies.  

Primary Presenter: Ivana Ferguson, NYPL  
WIOA Implementation, Session 3, Monday, April 1st 1:30pm-2:30pm, Studio 5  
**Peer-Assessment, Self-Assessment: Constructive Criticism & Strategies That Work**  
In this presentation we will look at evidence-based approaches and explore how and why peer-feedback and self-assessment might best be integrated into language teaching. The presentation will demonstrate how English language learners can gain deep conceptual understanding through application of content knowledge in contextualized individual and group presentations.
Primary Presenter: Lori Howard, CASAS  
Co-Presenter(s): Magdalena Kwiatkowski, Angela Rodriguez, Sigrun Utash  
WIOA Implementation, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 3  
Models for Integrating IELCE and IET: Helping English Language Learners Reach Their Potential  
Integrated English Literacy and Civics Education (IELCE) curriculum must support Integrated Education and Training (IET) in order to prepare learners for the workforce and help them reach their potential. Presenters will describe their model IELCE/IET programs, discuss the challenges they faced, and reveal the successes they achieved. Participants will evaluate the model programs in order to improve the planning and implementation of IELCE/IET in their own programs.

Primary Presenter: Rosemary Matt, Cayuga Community College  
Co-Presenter(s): Lavern Nelson, Rose Marie Mills  
WIOA Implementation, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Studio 2  
Developing a Robust and Effective Intake Process in the WIOA Era  
WIOA legislation requires strategic and focused planning with adult students. The intake process is the first opportunity for adult education staff to engage adult students in the learning process. Students should have a clear conception of the program's expectations for their participation and likewise the prospective student must have a clear understanding of the available paths to their success. Investing in students should produce a return on their investment of time. Helping them learn that concept must begin at intake.

Primary Presenter: Judy Mortrude, Center for Law and Social Policy  
Co-Presenter(s): Anna Cielinski  
WIOA Implementation, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Studio 2  
Unmask the Potential of Measurable Skill Gains: Beyond Pre/Post Testing  
WIOA has introduced five types of Measurable Skill Gain (MSG) that are shared by adult education and our workforce development partners. Come learn how MSG has changed the way some adult educators develop and implement programming. Then spend some time sketching out strategies for expanding the way your learners demonstrate success and unmasking the full potential of MSG!
Primary Presenter: Judy Mottrude, Center for Law and Social Policy
Co-Presenter(s): Deborah Kennedy, Kristin Lahurd, Heather Ritchie
WIOA Implementation, Session 2, Monday, April 1st 11:15am-12:15pm, Galerie 6

Census 2020—Important Ways to Get You and Your Program Ready
Every ten years, the U.S. conducts a census which impacts the resources and representation your community receives in the years ahead. Come learn about current controversies around a census question and census delivery, planning underway, and how you can prepare yourself and your learners to be involved.

Primary Presenter: Susan Roberts, SCR Consulting, LLC
WIOA Implementation, Session 5, Tuesday, April 2nd 8:00am-9:00am, Studio 2

Seamless: Soft Skills in the Classroom and Beyond
With the implementation of WIOA in adult education, programs are asking themselves, “How can I teach academic and soft skills in my classroom in a way that will most benefit my students?” Ninety-two percent of executives say that candidates lack the soft skills needed to be active contributors in their workplaces, but adult educators can help. In this interactive seminar, participants will learn about and discuss strategies for seamless integration of soft skills and academics, identifying best practices and potential partnerships in the quest for seamless classrooms. Attendees each receive a copy of the book *Seamless: Soft Skills in the Classroom and Beyond.

WORKFORCE DEVELOPMENT

Primary Presenter: Jeffrey Abramowitz, JEVS Human Services
Workforce Development, Session 2, Monday, April 1st 11:15am-12:15pm, Balcony J

From The Courtroom to the Classroom to the Boardroom: A Pathway to Reentry Success
This workshop will take a journey through the criminal justice system from the moment of incarceration through reintegration into society. Best practices for working with returning citizens and students that have a criminal past will be explored. This workshop will discuss the importance of education and basic literacy support in order to assist returning citizens in their career pathway. Resources and tools for upskilling, credentialing, career pathway exploration, and workforce development will be reviewed, and the importance and methods of employer engagement will be considered. This workshop promises to be both interactive and engaging.
Primary Presenter: Hilarie Chambers, Reading Works
Co-Presenter(s): Alaina Jackson
Workforce Development, Session 11, Wednesday, April 3rd 11:00am-12:00pm, Balcony J
Removing Silos: An Innovative Approach to Jumpstarting Education and Training Models in Adult Education

This presentation details an effort in Detroit, Michigan to bring together diverse organizations to pilot research-based models to integrate adult foundational skills development with the workforce system. The approach used financial incentives and technical assistance throughout the proposal development stage to remove silos between educators and trainers and to develop new pilots while building support for broader change in the entire system. The presentation will cover outcomes in the pilots and ongoing efforts to engage providers through a community of practice forum to bring the adult education and workforce system together. It will encourage adult educators to explore partnerships that utilize their expertise to contextualize curriculum for adults in training programs.

Primary Presenter: Joseph Collins, Iowa Department of Education
Co-Presenter(s): Paula Nissen
Workforce Development, Session 10, Wednesday, April 3rd 8:00am-9:00am, Balcony J
Iowa’s Statewide Approach to Building and Supporting Collaborative Sector Partnerships

The Iowa Department of Education collaborates with Iowa’s 15 community colleges to build, connect, and empower employer-led, community-based sector partnerships to combat a shortage of skilled labor through a wide variety of talent attraction, retention, and development initiatives. Learn more about newly developed statewide materials, strategies, and initiatives which continue to support the development and growth of collaborative sector partnerships in Iowa, including a series of educational toolkits, community of practice initiatives, and statewide career pathway development strategies for critical industries like healthcare, advanced manufacturing, and energy. Attendees will leave with some ideas that can be easily and quickly replicated in their local communities.
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**Primary Presenter: Jon Ellsworth, Genuine Parts Company**

**Co-Presenter(s): Jason Rainey**

Workforce Development, Session 6, Tuesday, April 2nd 11:00am-12:00pm, Galerie 3

**Rolling out Our National Mechanic Apprenticeship Program for Independent Repair Shops**

This presentation is a high-level overview of how NAPA AutoCare plans to create hundreds of apprenticeship programs across the nation utilizing its industry leading repair network. These programs will take unskilled adult education students and pay them a livable wage while training them on the job. After two years, we'll turn them into highly skilled and sought-after automotive technicians with numerous industry certifications.

**Primary Presenter: Courtney Ferrell, SkillsUSA**

**Co-Presenter(s): Gene Dudley**

Workforce Development, Session 8 & 9, Tuesday, April 2nd 2:45pm-5:00pm, Balcony J

**SkillsUSA Career Essentials: Solution to Teaching Employability Skills**

SkillsUSA Career Essentials suite is designed to develop career-ready adults that are prepared to face 21st-century demands. Discover how this online, project-based curriculum builds the career-ready skills demanded by industry through authentic experiences. Give your adult learners everything they need to thrive in today’s careers, wherever they go.

**Primary Presenter: David Klieger, Educational Testing Service**

Workforce Development, Session 3, Monday, April 1st 1:30pm-2:30pm, Balcony J

**The Importance of Career Readiness Interventions to Improve Adult Learners' "Employability Skills"**

Research shows that, for living wage jobs, there are problematic disparities between the behaviors, knowledge, and skills that employers require versus those that potential workers possess. Postsecondary educational and training programs (e.g., Career and Technical Education) can address technical skills deficits for the burgeoning sector of middle-skills jobs that require more than a high school credential but not necessarily a four-year college degree. However, these programs fail to address potential employees’ lack of proficiency across a broad array of "soft skills" (e.g., persistence, teamwork) demonstrated to be critical to workplace success. While research shows that soft skills are trainable, little is known about effective ways that can improve substantially a broad range of these key competencies for prospective middle-skills workers across industries. This presentation will discuss what is known as well as proposed research to explore the efficacy of a possible training solution.
Primary Presenter: Susan McKee, Pace Learning Systems
Co-Presenter(s): Clint Massey
Workforce Development, Session 7, Tuesday, April 2nd 1:15pm-2:15pm, Balcony J

Unmasking Potential by Enhancing the Skills Needed for Life—A Model for Teaching Soft Skills

A step-by-step approach will be used to teach a methodology for developing soft skills in adult basic education settings. Steps include: 1) selecting the needed skills for your program, 2) teaching and modeling, 3) developing assessment instruments, 4) evaluating soft skills, and 5) managing and documenting progress. This model utilizes the Pace Life Skills 25 curriculum.

These soft skills support class management and engagement, improve test scores, and help students obtain employment and succeed in a job. In general, these personal and interpersonal soft skills support success in many areas of life. There are three areas of improvement: 1) self-development (self-concept, self-esteem, self-confidence, dealing with emotions, conflict, stress, criticism, and failure); 2) achieving personal goals (interests, priorities, goals, problem solving, decision-making, planning, managing time, clear thinking, and systems thinking); and 3) interpersonal skills (listening and speaking effectively, assertiveness, relating to people, following and giving directions, identifying work styles, and teamwork).

Primary Presenter: Robyn Raymond, Spruce Mountain Adult & Community Education
Co-Presenter(s): Tania Dawson
Workforce Development, Session 1, Monday, April 1st 8:00am-9:00am, Bacchus

How a Partnership Between Adult Education and a Rural Hospital Filled a County-Wide Employment Gap

In Maine, it can be difficult to attract and retain highly-qualified candidates in our frigid-temp, rural area. Franklin Health is the largest provider of healthcare services in Western Maine. But Franklin Health had a problem. Despite taking medical assistant students for externships from two local colleges, Franklin Health could not fill all of the open medical assistant positions—or retain the filled positions. After extensive research, a collaborative opportunity with Spruce Mountain Adult Education presented itself, thus creating our own program. From creative marketing strategies to utilizing a county-wide network of professionals to provide resources and support, we developed a successful IET built to retain employees that were already rooted within the community. Join us to learn how our medical assistant training model reshaped healthcare in our small corner of the world.
Primary Presenter: Kevin Scherer, Tyson Foods
Workforce Development, Session 10, Wednesday, April 3rd 8:00am-9:00am, Studio 7
Proving the ROI for Workforce Education
Tyson Foods Upward Academy is a workforce education program designed to reduce the impact of social challenges for front-line employees and their families by providing free, in-plant adult education classes in English as a Second Language, high school equivalency, U.S. citizenship, and digital and financial literacy. Upward Academy partnered with the University of Arkansas to perform ongoing social and business measurements, including return on investment. After conducting a Workforce Data Analysis to measure employee retention, they found that Upward Academy students experienced 10 times less turnover than the general plant population—an ROI of 123 percent.

Primary Presenter: Caleb Smith, Jones County Junior College
Co-Presenter(s): Mary Beth Buchanan, Bronwyn Robertson
Workforce Development, Session 5, Tuesday, April 2nd 8:00am-9:00am, Balcony J
Delivering Employability Skills to Your Home: Mississippi’s Online Smart Start Plan
This presentation highlights Mississippi’s employability skills delivery system, addressing the challenges of providing such a service in a rural state. Using a learning management system, the state now provides a second option to reach students who are unable to attend employability skills classes face-to-face. We will cover challenges and obstacles and provide tips and tricks of how we have been able to proceed through initial stages of implementation to full, statewide deployment of the program to any resident in the state that requires an employability skills credential to meet the guidelines of our state’s WIOA plan.
Primary Presenter: Alicia Suskin, ProLiteracy
Workforce Development, Session 1, Monday, April 1st 8:00am-9:00am, Balcony J
Using Online Learning to Prepare Low-Skilled Adults for the Workplace
Individuals at the lowest literacy and numeracy levels have a higher rate of unemployment and earn lower wages than the national average. Learn about ProLiteracy’s new series of direct-to-student online courses, as well as a supplemental online course for instructors, designed to prepare low-skilled adults for the workplace. The courses help new readers and English language learners gain the critical literacy and success skills they need to compete in the rapidly advancing workforce. With these tools, students will gain access to the critical skills necessary to acquire a job and successfully adapt to the working community.

Primary Presenter: Richard Tariff, EASTCONN
Co-Presenter(s): Kristin Hempel
Workforce Development, Session 13, Wednesday, April 3rd 2:30pm-3:30pm, Studio 6
EASTCONN's Customer Service Academy: Upskilling for Professional Advancement
EASTCONN's Adult and Community Programs currently provides training to specific populations based on funding sources. This new program, funded by Walmart Foundation, expands services to populations who have a diploma, but have low reading/math skill, need vocational training, and are not income eligible for JFES/WIOA programs. Learn about the program design, curriculum, partnerships, recruitment, and evaluation strategies.

Primary Presenter: Yvonne Thayer, Virginia Community College System
Workforce Development, Session 12, Wednesday, April 3rd 1:15pm-2:15pm, Balcony J
Headed to 2030: It's a New Game of LIFE for Learners and Program Planners
Adults are facing a new game of LIFE: lifelong learning, independent contracting, financial readiness, and employability requirements. As we head toward 2030, when most of the workforce will have more than one job, our model for preparing workers with education and training requires a shift. This session examines the impact of advanced technology, automated job tasks, and Artificial Intelligence on all adult students and facilitators. There will be a necessity to continue learning over a career (likely to last into our 70’s) as jobs change, jobs require higher skills, and credentials are good for a limited time. Job searching and interviewing is being automated. With fewer employers providing benefits, workers must be financially literate. All of us must remain skilled up and decide where to access the best training. How will ABE get in front of these changes? We will examine the parts of LIFE as a group.