

Adult Basic Education New Teacher Training

Module 1

OVERVIEW OF ABE

Purpose

Adult Basic Education (ABE) is designed to teach eligible people, 16 years of age or older, to read and write English, problem solve, and acquire basic skills necessary to function in society. This includes becoming more employable, productive and responsible citizens. The goal is to allow them to continue their education to at least the completion of secondary school. ABE helps adults:

- Obtain the reading, writing and arithmetic skills needed to get or keep a job,
- Obtain the needed academic skills to help their children in school,
- Prepare to take and pass the assessment leading to a Wyoming High School Equivalency Credential, and
- Gain needed life coping skills, such as completing a job application, completing a resume and budgeting, or health literacy skills.

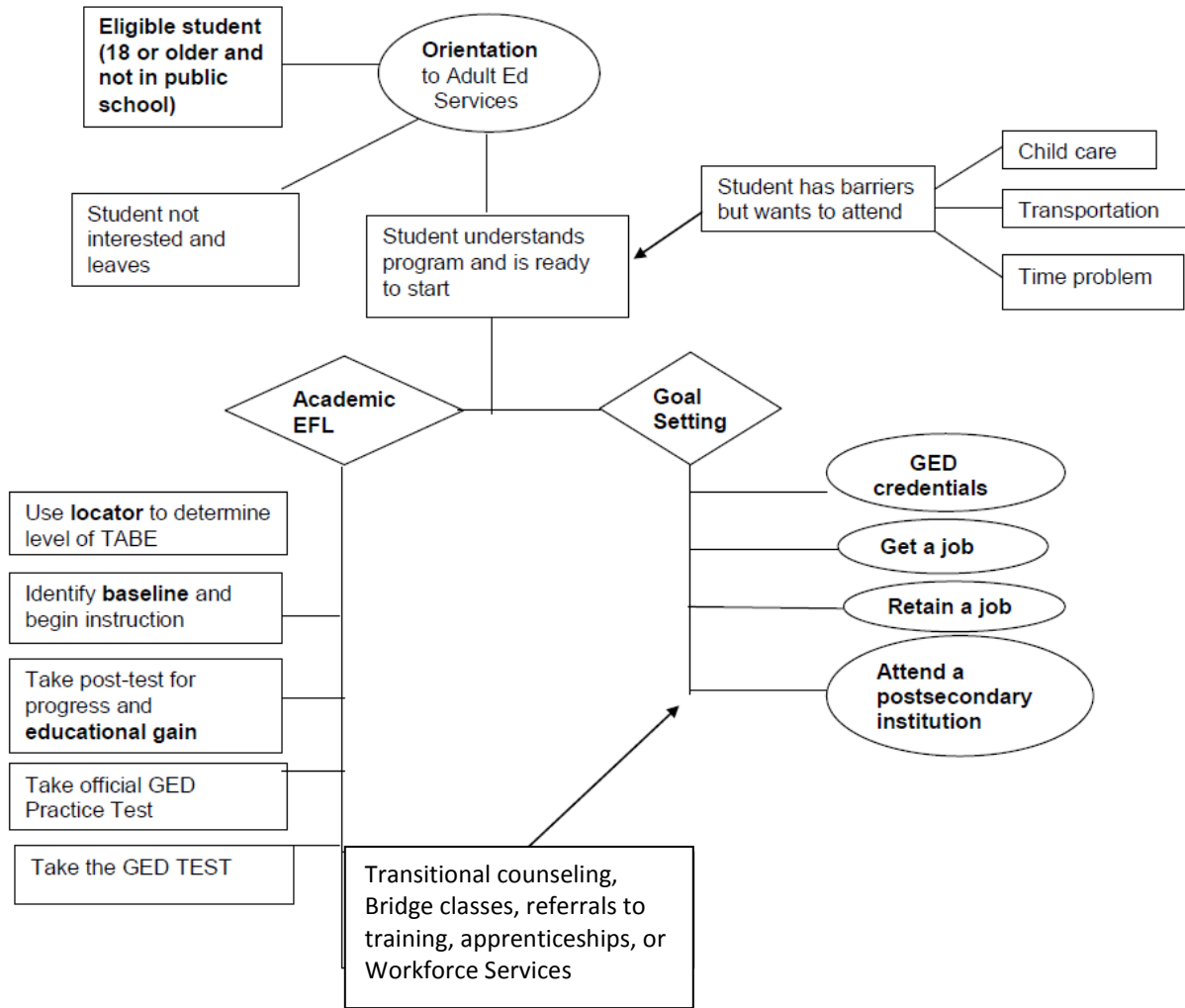
Authority

The Wyoming Adult Basic Education State Plan for Implementing of Title II - Workforce Investment Act of 1998, Adult Education and Family Literacy Act, Public Law 105-220, that establishes a program of Adult Education and Family Literacy. The Wyoming Community College Commission (WCCC) is the eligible agency in Wyoming and is responsible for administering and supervising the program at the state level. Funds are distributed to eligible agencies and institutions for the purpose of providing instruction in Adult Basic Education through a funding formula established in July 2010.

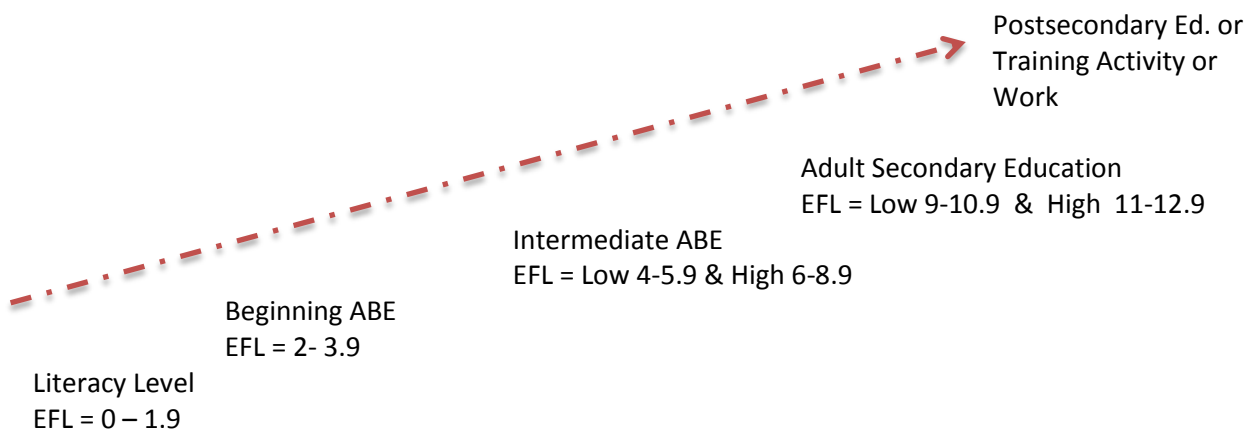
Administration

WCCC has the responsibility of administering the ABE program in accordance with the state plan. This plan includes assurances and provisions related to program requirements and management needs. The program is operated at no or minimal cost to the student for the class or materials.

Enrolling students into the ABE Program



These flow charts demonstrate the flow of activities to assist the ABE student to reach their personal and academic goals. Both the initial educational functioning level (EFL) and student goals (long and short term) are established within the first twelve hours (12 hrs.) of attendance in the ABE program. The teacher and the student must understand the progression or pathway to reach the goals.



ABE Teacher – Typical Duties

INSTRUCTION

Ensure testing of students is complete and recorded
Student folders contain in-take form with student/guardian signature(s)
Student folders contain individualized study plans or diagnostic sheets
Student folders contain documentation of student progress
Contact is made with each student during class
Lesson planning is utilized in managed classes
Individual and group instruction is utilized

MATERIALS

All levels/forms of tests are available and used properly
All levels of materials are available and used properly
Teacher has skill & knowledge in the use of software and equipment used in classroom

STUDENT RECRUITMENT AND RETENTION

Assist in creation of brochures, flyers, etc.
Encourage students to bring adult family and friends needing our services
Possess a positive rapport with students
Conduct and document follow-up activities for retaining students by phone, email, etc.

ACCOUNTABILITY

Appropriate and clear goal setting and recording of goals
Consistent tracking of attendance with sign-in sheets or time keeping systems
Tracking and timely post-testing for educational gains
Conduct and document follow-up activities for goals after students exit the program

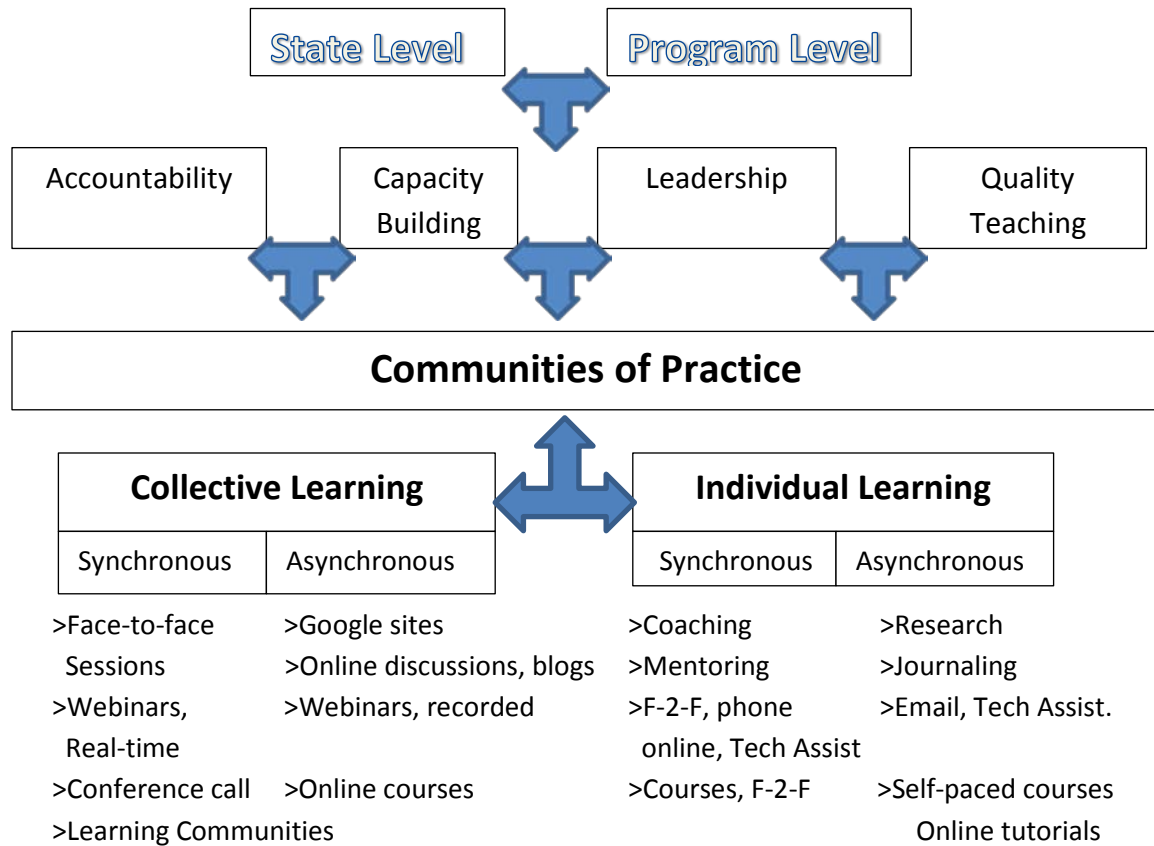
SITE FACILITY

Make facility comfortable and conducive to learning
Ensure classroom is easy to find and is well-marked
Have classroom well-organized

PROFESSIONAL DEVELOPMENT

Self-assessment and plan PD to meet demands – LD, lesson planning, use of technology, learning styles,
Understand and apply transition to college and work skills
Maintain/enhance skills & knowledge as demand and regulations require
Take advantage of opportunities for PD in online courses, at conferences, and at Fall Institute

**Program Concept:
To Increase Student Achievement through Continuous Program and
System Improvement**



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Types of programs:

Adult education programs funded by Title II of the Workforce Investment Act and State appropriations to the WCCC may contain one or more of these components:

Adult Basic Education (ABE)

Instruction in language arts and/or mathematics provided to adults who function below 9th grade level in reading or mathematics, or both.

English as a Second Language is considered a specialized type of Adult Basic Education.

English as a Second Language (ESL)

Instruction in English language communications skills (understanding, speaking, reading, and writing) provided to students whose native language is not English. ESL may also include instruction in citizenship to prepare for naturalization.

Corrections and Other Institutions

Instruction in language arts and/or mathematics provided to adults who are incarcerated or are institutionalized to advance their education and completion of a high school equivalency credential.

GED Test Preparation

Instruction designed to prepare students to pass the GED test of high school equivalency. GED examinations include mathematics, science, social studies, language arts, reading, and writing.

Sources of Students:

- Agency Referrals
 - Social Services – TANF, SNAP,
 - Workforce Services – WIA Title I
 - Vocational Rehabilitation
- Court Services/ Probation and Parole/ Inmate release
- General Public
 - Schools
 - Businesses
 - Advertising
 - Word-of-mouth by your students

TEAM

You are part of local provider's team and will be required to attend staff meetings. Some programs may require you to job shadow to get hands on training at a site.