

# Adult Education New Teacher Training

## Module 1

### Overview of Adult Education

#### Welcome



Welcome to your new role as an Adult Education instructor. The rewards you will experience will undoubtedly be heartwarming and will leave an impression upon even the most dedicated of instructors. The journey you are embarking upon will be worth the hard work and effort!

As a new instructor there are a multitude of new roles and processes that you will have to learn, both for grant reporting purposes as well as for helping participants meet their individual goals. The purpose of this module is only to provide you with a brief overview of what expectations are. Your program director will offer you the support and guidance needed for you to succeed in the local program and may even require that you job shadow to develop a more complete and robust understanding of your new role.

#### WIOA

With the passage of the Workforce Innovations & Opportunities Act (WIOA), the face of adult education in the United States changed from basic literacy and preparation for a high school equivalency program to one that fully prepares individuals for the rigors of post-secondary education and/or to the workforce. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA brings together, in strategic coordination, the core programs of Federal investment in skill development:



- Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and
- Adult Education and literacy programs and
- Vocational Rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education.

Under WIOA, each State is required to submit a State plan (<http://wyowdc.wyo.gov/unified-state-plan>) that outlines how Adult Education will the services it provides with those provided by the core partners, who are the Wyoming Workforce office and Vocational Rehabilitation. The State plan is the state's guiding document under which all core partners must work collaboratively to ensure that the Governor's workforce goals are being met.

In addition, each adult education program in Wyoming must show alignment to not only the federally required 13 considerations, but also to other statewide initiatives. To get a brief overview of these, please watch the short online video found in the link below.

*Watch This Video!*



[https://www.youtube.com/watch?v=QIjLsboNGwg&rel=0&utm\\_source=broadcast&utm\\_medium=email&utm\\_campaign=Transactional-Publish-success](https://www.youtube.com/watch?v=QIjLsboNGwg&rel=0&utm_source=broadcast&utm_medium=email&utm_campaign=Transactional-Publish-success).



In order to meet the goals outlined in the Unified State plan and other statewide initiatives, the field of Adult Education began to diversify.

Today, Adult Education programs in Wyoming offer a wide variety of course types which include:

**Career Services:** All Wyoming Adult Education Centers have a Career Services course, but the content may differ depending upon how the program is structured. The primary purpose of this course is not only to provide an orientation to the program, but also an introduction to participatory learning, brain based learning theory, career explorations, and various other components. In most instances, the course is delivered face-to-face, but virtual aspects are now being integrated.

**Workplace Literacy:** These classes are taught by a local AE center in collaboration with an employer, an employee organization, or a Next Generation Sector Partner at a workplace or an off-site location that is designed to improve the productivity of the workforce.

**Workforce Preparation:** Local Adult Education centers provide literacy instruction designed to help individuals acquire a combination of basic academic skills and employability skills such as critical thinking skills, digital literacy skills, and self-management skills. These activities include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. Workforce preparation skills are integrated in the adult basic education and literacy curriculum, therefore, occurring concurrently with adult basic and literacy skills instruction. Teachers integrate technology into lesson plans and all students have access to and use of computers and technology to enhance their learning and digital literacy skills.

**Integrated Education and Training (IET):** The IET class provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Integrated English Literacy & Civics Education (IELCE):** The IELCE is a program of study for English language learners that provides educational opportunities to achieve competency in the English language and acquire the basic and more advanced skills needed to

function effectively as parents, workers, and citizens of the United States. Instruction in the IELCE incorporates English as a Second Language (ESL), instruction on the rights and responsibilities of citizenship and civics participation and may also include organized workforce training.

Laramie County Community College's ACES program is the sole provider of IELCE for the State of Wyoming.

**Bridge Programs:** Bridge programs are designed to ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment. Although the content of the course may vary at each center, the objectives are the same.

**Transitions to College:** Qualified participants may enroll in this course concurrently while enrolled in other Adult Education courses. The course is designed as a general orientation and transition to college program whereby participants begin to explore and understand the college environment, learn to identify and utilize campus & community resources to enhance the academic experience.

**General Adult Education:** These courses equip students with the skills needed to strengthen reading, writing, mathematics, and digital literacy abilities so that they are prepared to enter postsecondary education and/or the workforce.

**High School Equivalency Certificate Preparation (HSEC):** In 2014 the State of Wyoming began to provide multiple pathways for individuals needing to earn a high school equivalency certificate. Today, students may choose to study for and take one of two HSEC exams: the 2014 G.E.D.®, or the HiSET.

Targeted instruction includes:

- Reading and Writing
- Social Studies
- Science & Mathematics

**English Language Acquisition (ELA/ESL):** These courses are designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, comprehension of the English language, mathematics, and EL Civics so that they are prepared to enter postsecondary and/or the workforce in the United States.

**Concurrent Enrollments with CTE/Postsecondary Education:** Qualified Adult Education students with a defined career plan may also be permitted to enroll

concurrently in a Career and Technical Education (CTE) program of study or into a postsecondary program while completing a course of study in Adult Education. Quite often, local adult education programs in conjunction with their host college are able to provide tuition waivers to help ease the cost of concurrent enrollments.

### **Work Experience/On-the-Job-**

**Training/Internships/Apprenticeship:** In conjunction with the Wyoming Department of Workforce Services, qualified participants can be placed into one of these training programs to develop a deeper understanding of the responsibilities and expectations of a specific career

though hands-on-learning. Programming includes resume writing, job interview skill development and the appropriate use of other social capital skills as needed for careers

### **Corrections Education**

Standards based instruction for criminal offenders in correctional institutions and other institutionalized individuals which focuses on academic programs in basic education, special education, English literacy, and secondary school completion.

## **Purposes**

The Adult Education and Family Literacy Act (AEFLA) requires that AE service providers continually expand and improve upon their current system of delivering services by using evidence-based practices in order to:

- Build career pathways providing adults with basic and secondary education to enable them to earn a high school equivalency diploma, transition into postsecondary education or training, and/or gain or advance in employment in order to achieve self-sufficiency.
- Provide parents and guardians with sufficient skills to become full partners in the educational development of their children.

Further, AEFLA designates grantees as one-stop partners. As one-stop partners, grantees align and contribute to the one-stop delivery systems in Local Workforce Development Areas. Specifically, one-stop partners:

- Provide access through the one-stop delivery system to such program or activities carried out by the entity, including making the career services that are applicable to the program or activities available at the one-stop centers (in addition to any other appropriate locations);
- use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers; enter into a local memorandum of understanding with the local board, relating to the operation of the one-stop system; and
- participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, the requirements of WIOA Title I, and the requirements of the Federal laws authorizing the program or activities.



## **Purpose of the Adult Education and Literacy funds under AEFLA (WIOA Section 202 and 225)**



The purpose of the adult education and literacy funds under AEFLA is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;

- assist adults in attaining a secondary school diploma education or its equivalent and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in:
  - improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and
  - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship; and/or
- provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for:
  - adult education and literacy activities;
  - special education;
  - secondary school credit;
  - integrated education and training;
  - career pathways;
  - concurrent enrollment;
  - peer tutoring; and
  - transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

### **Purpose of the Integrated English Literacy and Civics Education funds under AEFLA (WIOA Section 243) Grant Program**



The purpose of the Integrated English Literacy and Civics Education (IELCE) program is to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- integrate with the local workforce development system and its functions to carry out the activities of the program.

### **Definition of individuals eligible to receive services funded by AEFLA (WIOA Section 203(4))**

Funds must be used to provide adult education and literacy services to eligible individuals:

- who have attained 16 years of age\*;
- who are not enrolled or required to be enrolled in secondary school under State law; and
- who:
  - are basic skills deficient;
  - do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - are English language learners.

In order for eligible individuals to be countable as having been served, the individual must have been pre-tested using a formalized assessment consistent with the Wyoming Assessment Policy and have attained twelve (12) hours of instruction.

### **Authority**

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. Funding comes from both State and Federal sources and is contingent upon state and federal appropriations for Adult Education.

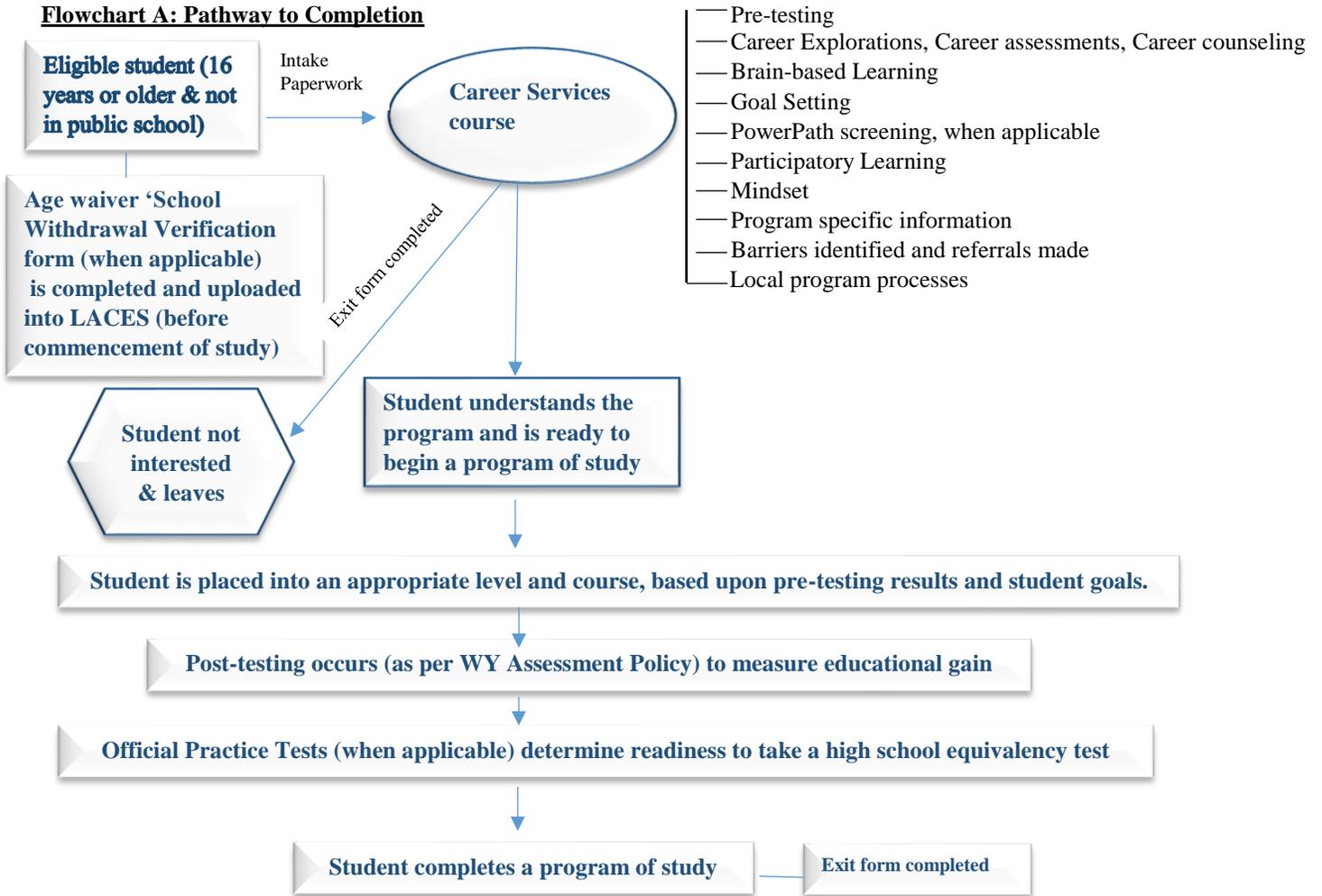
## Administration

WCCC has the responsibility of administering the AE program in accordance with the Wyoming Unified 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 & Completing Students into an AE Program in Wyoming

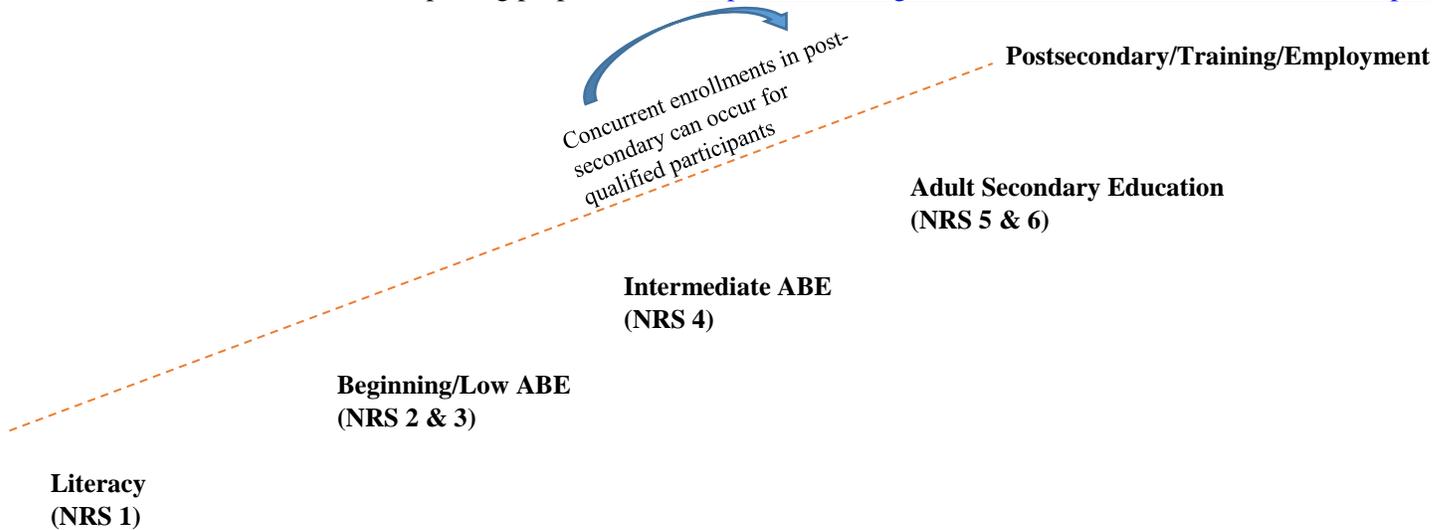
The initial process of enrolling a student into an AE program in Wyoming is a multi-faceted processes that encompasses multiple components. Because federal legislation requires that every student, including those who do not fully enter a program of study, be reported, it is vital that instructors, staff, and other stakeholders understand the initial process of recording student information. Flowchart A below provides a visual depiction of an intake process.

**Flowchart A: Pathway to Completion**



## Flowchart B: Learning Progression

This flow chart demonstrates the Educational Functioning Level (EFL) flow needed to assist students in reaching their personal/academic goals. Both the initial EFL and the student's goal(s) are established during the Career Service course. The instructor and student must understand this progression or pathway to reach specific goals. Please note that each EFL descriptor is outlined by the National Reporting System (NRS) for the Adult Education and Family Literacy Act (AEFLA) programs across the United States. The NRS provides a comprehensive structure for reporting measurable skill gains and outcome measures for federal reporting purposes. (See <https://nrsweb.org/sites/default/files/NRS-TA-Guide82019.pdf>)



## Career Pathways System

WIOA mandates that all AE programs across the United States work towards developing a career pathways system that provides on/off ramps to facilitate re-enrollments, re-engagements in an Adult Education system to accommodate the unique needs and challenges of the population we serve. The Wyoming Workforce Development Council in conjunction with multiple other state agencies are tasked with developing this system for Wyomingites. A fully functioning Career Pathways system is not yet complete for Wyoming. However, each AE provider in the State has implemented protocols which will easily meld into this new system once it is completed.

## Adult Education Instructor-Typical Responsibilities

One of the first things required of all new instructors is to learn how to give/proctor the NRS approved assessments for Adult Education. Wyoming utilizes two specific testing instruments: the TABE 11/12 for native speakers of English (or transitioning ESL students) and the TABE CLAS-E for non-native speakers of English. Both tests can be offered face-to-face or in virtual format. (Please consult your local director for advise).



TESTS OF ADULT BASIC EDUCATION

<https://tabetest.com/>



## TABE 11/12

TABE 11/12 can be given in paper-based form or electronically. (Please consult your local director to learn which method is to be used by the local program.) Paper-based assessments can be scored electronically or manually. If scored manually, you will utilize a series of cross-referencing charts provided by the test manufacture to help identify the appropriate EFL for placement into the program. The online TABE and/or paper-based tests scored electronically automatically calculate EFL's for you.

The State of Wyoming requires that all instructors who give a TABE 11/12 to be certified. This two-part certification process is available on-line at:

<https://tabetest.com/tabe-1112-certification-process/>

Once completed, instructors are required to print a copy of the end of course certification (for both courses). Copies of these certifications must be presented to the local director who will then submit them to the State.

### TABE CLAS-E

Although there is no certification process currently required to give this assessment, your local director can provide you with training materials that will help you learn how to give and score this test. This will include reading through the Teacher's Resource Guides and completing the Staff Development Workbook and accompanying DVD, when applicable.

In addition, the State periodically offers TABE CLAS-E training direct from the test manufacturer. This may be conducted in a virtual environment or face-to-face at the Summer Institute.

### Testing Protocols

Regardless of the assessment utilized, all testing must follow the [Wyoming Assessment Policy](#) and all pre-testing must be conducted within the first 12 hours of instruction. Post-testing is typically conducted after a student completes 40-50 hours of instruction. Upon participant completion of the test, results should be discussed with students and a copy of test results presented to the student with another copy being placed into the student's local file.

### Instructional Responsibilities

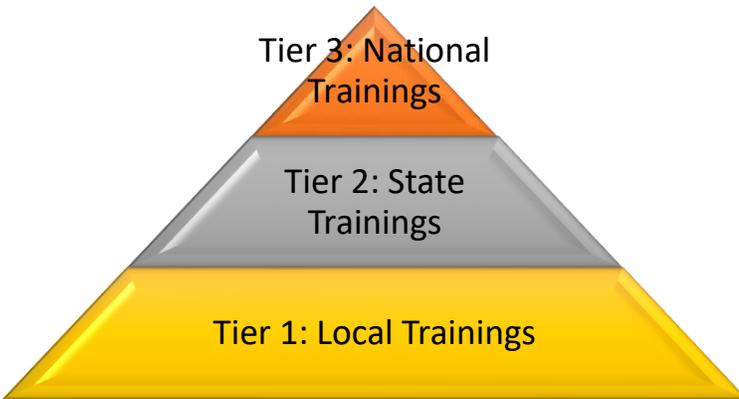
- Ensure testing of students is completed before commencement of study
- Record test results in student progress notes
- Ensure test results are in student local folder
- Record student progress after each period in progress notes and/or progress towards goals
- Lesson planning is utilized in managed classes
- Individual and ground instruction is utilized
- Contextualize instruction around student's identified career track, whenever possible
- Utilize non-formal assessment tools to evaluate student progress (particularly when a student is nearing the hour requirement to post-test)
- Place at least one example of student work, assignments, informal assessments in the student's local file. This must be done at least once per quarter.
- Lessons must utilize Wyoming approved educational and work-based standards while integrating digital literacy
- The Essential Components of Reading, as defined in State [policy](#), are utilized in lesson planning and in the delivery of instruction.
- Provide a safe and secure instructional environment that is conducive to learning
- Maintain a well-organized classroom
- Provide learners with instructor contact information
- If possible, establish a social media platform to enhance communication opportunities
- Maintain accurate attendance records for each participant (contact hours and proxy hours).<sup>1</sup>

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<sup>1</sup> Contact hours: any activity where there is interaction between instructor & student AND where learner identify is verifiable. This can include actual contact, contact through telephone, video/teleconference, or online communication.

Proxy hours: must utilize State approved distance learning options which recognize clock time, teacher verification or learner mastery models.

## Professional Development and the Dissemination of Best Practices



Wyoming utilizes a three-tiered system for professional development. Local trainings are to be conducted on-site and are typically done by the local program director.

State trainings can take multiple forms and can include: LACES training for relevant staff, assessment trainings, DiplomaSender training, and the State conference (Summer Institute). It is a State requirement that 80% of all employed AE instructors from a local program attend the Summer Institute each year.

National trainings are typically identified by the local director and/or State director.

All PD hours and certificates of completions are tracked by the local director, so once an instructor completes a PD unit, it is advisable that the instructor let the local director know of this accomplishment.

In addition to State requirements for professional development, it is quite likely that additional local PD policies are put in place. These can be fully explained by the local director.

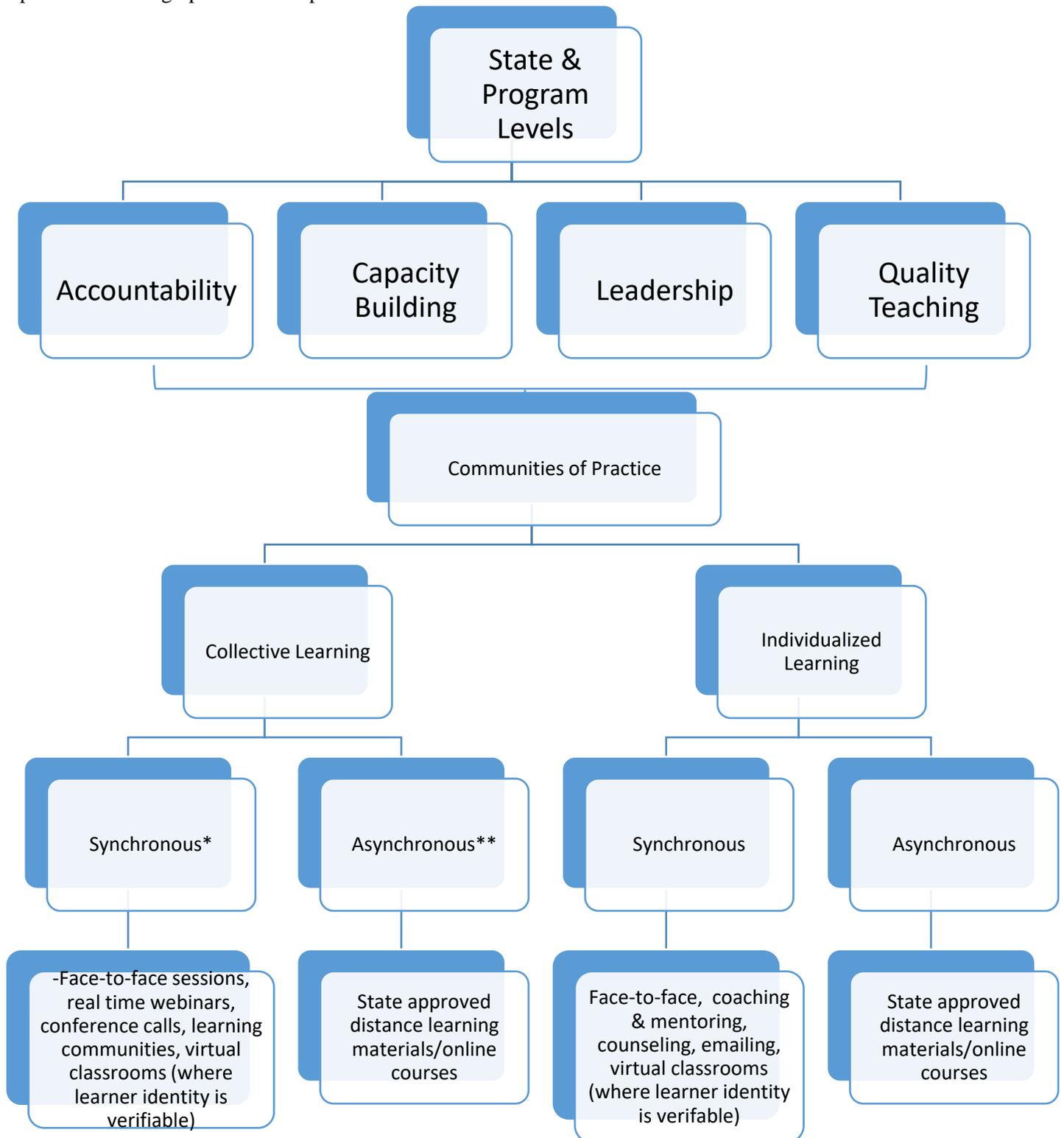
### Best Practices

Federal legislation requires that Adult Education programs around the country actively share innovative, research-based best practices. AE instructors are encouraged to present at local, regional, and/or national conferences when possible so that your creative ideas and talents can be showcased and shared with other Adult Education stakeholders.



## Adult Education Program Concept

Adult Education programs in Wyoming utilize an integrated approach, combining State and program level systems with synchronous and asynchronous learning, as a means to increase student success and completions for continuous program improvement. The graphic below depicts how this is intended to work in the State.



\*Synchronous learning: Contact hours as defined on the previous page

\*\*Asynchronous learning: Proxy hours as defined on the previous page.

Developed by the Beverly Wilson Arizona Department of Education, Adult Education Services and printed with permission.

## Types of AE Classes

Wyoming's Adult Education programs currently offer face-to-face classes, hybrid classes, virtual classes, and distance learning programs of study.



### Face-to-Face:

In person classes are available at all Adult Education centers the State. This traditional type of learning allows for the delivery of instructional material through live interaction between students and the instructor.



### Distance Learning:

Wyoming's Adult Education centers incorporate multiple distance learning options for students who are unable to attend the traditional classroom environment. Distance learning (DL) options generally utilize online resources and various other instructional content to help students improve skills in academic areas. Throughout Wyoming, the centers have found that DL to be an effective way to increase access to Adult Education instruction for eligible students. In many cases DL is provided in a 'blended' or 'hybrid' environment in which a learner has some time in the classroom but also completes work outside of the classroom using DL platforms. This can increase the quality of the DL experience for students by providing them with an opportunity for in-person support and instruction, while also allowing for the flexibility of schedule and location that is the main advantage of distance learning.



### Hybrid:

Adult Educators in Wyoming recognize that there are occasions when students cannot physically be in class. As such, our centers often utilize a combination face to face, distance, and in some cases virtual classes so that the needs of our students can be effectively addressed.



### Virtual

With the onset of COVID-19, Adult Education classes began teaching utilizing ZOOM, Canvas, and other virtual classroom platforms. As we move towards the future these technologies will be integrated into all Adult Education classrooms so that in the event that society must once again move to a virtual environment students will be well prepared and familiar with how to effectively participate in classes held in a virtual environment.

