



PROCEEDINGS  
DOCUMENT

## Adult Basic Education Summit

*“Together, We Can!”  
and We Did!*

**April 12-13, 2005**

April 12 and 13, the ABE Practitioners’ Committee, Florida Department of Education, and Adult & Community Educators of Florida hosted their second Adult Basic Education Summit. Held at the Belleview Biltmore Resort in Clearwater, Florida, the summit supplied practitioners with an abundance of new ideas for tackling old problems in the classroom, clarified legislative changes, and helped to bridge the gap between research and the classroom.

The ABE Summit was privileged to have two featured presenters. Dr. Roxanne F. Hudson, Assistant Professor of Childhood Education, Reading, and Disability Services at Florida State University, opened the summit with insight on how to apply reading research to the Adult Education classroom. Dr. Lennox McLendon brought his thirty-plus years of experience in ABE classrooms and administration to open day two, shedding light on Federal perspectives about ABE and ESOL. Also on the program were Roxanne Dunn, Director of the Governor’s Family Literacy Initiative; Nancy Cordill, Director for Career, Technical and Adult Education at DOE; Jane Silveria, State Supervisor of Special Needs, ESOL and Basic Skills at DOE; and Valorie Boyd, Executive Director of ACE of Florida. Kathi Polis, of Strategic Training and Resources, Inc., shared ideas on promoting adult education programs.

ABE practitioners contributed to the summit by leading and participating in sessions. Economic Development and ABE, The New Face of Adult Education, Assessment, and The ABE Classroom were sessions full of practical and immediately applicable ideas.

Each presentation was focused, instructive and immediately applicable to the adult education classroom. Participants were pleased with the quality and usefulness of the ideas presented. “I have a better understanding of the legislative issues and a clear direction on what I need to do to help;” “The best part of the day was learning how to work in the K-12 system, dealing with the 16-25 year old students and federal initiatives;” “Promoting Adult education was very empowering;” and “Good practical knowledge, up-to-date info on legislation and networking” were a few of the comments submitted on the summit evaluations.

Are you sorry you missed the summit? Many of the ideas presented have related materials at [www.ABEFlorida.org](http://www.ABEFlorida.org), the ABE Florida website. The enthusiasm generated over the two day summit was so exciting that anyone who attended the summit would be more than willing to share information with you, whether or not you ask!



“Alone we can do little;  
Together we can do so much”

Helen Keller

TUESDAY, APRIL 12, 2005

*Welcome and Introductions*

Barbara Van Camp

Florida ABE Practitioners' Committee Facilitator  
Principal

Leon County Schools Adult & Community Education  
ABE Committee Taskforce Introductions

*Getting to Know You Icebreaker*

Lisa Jones

Leon County Schools Adult & Community Education  
Resource Teacher, ABE Florida Project

*Research in the Classroom*

*Current Reading Research and  
Its Application in the Classroom*

Dr. Roxanne F. Hudson

Florida Center for Reading Research at  
Florida State University

A National Reading Panel was asked by Congress for ideas how to teach kids to read. They used that experimental research to develop their report which guides No Child Left Behind. The program uses appropriate K-12 research from the NRP to fill in gaps in adult literature. The focus of ABE Research is on emerging principles and trends rather than definite principles due to lack of research.

There are three levels of word knowledge. The first is *Unknown*, meaning the word is completely unfamiliar (ex: gauge). The second level is *Acquainted*, meaning that the basic meaning is recognized (ex: yardstick). The third level is *Established*, meaning the meaning of the word is easily, rapidly, and automatically recognized (ex: ruler).

There are two types of vocabulary. *Receptive vocabulary* consists of a larger vocabulary and includes listening and read-

ing. *Expressive vocabulary* consists of a smaller vocabulary and includes speaking and writing.

A morpheme is the smallest unit of meaning in language and the most elemental unit of grammatical form that has both sound and meaning. There are two kinds of morphemes. Free morphemes can stand alone. Bound morphemes are used only in combination with other morphemes.

Morphographs are the written form of a morpheme. They are a group of letters (aside from whole words) that carries unique meaning. A morphograph represents a specific letter-meaning relationship, and familiarity with morphographs aids in spelling, reading, and making sense of difficult words.

Morphological awareness is the knowledge of morphological structures of language. It is closely tied to overall linguistic abilities and connected to phonological awareness. Morphological awareness is predictive of spelling ability and can be developed through effective vocabulary and spelling instruction. It is important because it supports the process of learning to decode written words. Because morphemes serve as phonological, orthographic, and semantic/syntactic units, they help students with word recognition and comprehension. Knowledge of morphological composition plays a role in the ability to read and understand complex words

ABE readers' vocabulary growth is likely dependant on reading ability. Although longer life experiences may initially give ABE readers an advantage at lower reading levels, this advantage disappears in more difficult texts. Prior knowledge from experience and prior reading can assist ABE readers with understanding text structures, words, and knowing when to apply what they know. Text Comprehension Strategies include active engagement and thinking before, during and after reading. Additional strategies are self-monitoring, fix-up strategies, and motivation.

ABE readers have poor strategies for functional literacy comprehension. They may be able to recall simple information or locate information in a simple text, but be unable to integrate and synthesize information from longer or more

complex texts. ABE readers' knowledge and use of metacognition is similar to that of beginning readers. They are less aware of strategies for monitoring comprehension, view reading as decoding rather than comprehending, they are less aware of text structure, and more aware of influence of motivation and interest in reading.

Reading Fluency consists of accuracy, rate and prosody. Fluency is important because each aspect has a clear connection to text comprehension. Without accurate word reading, the reader will have no access to the author's intended meaning, possibly leading to misinterpretations of the text. Poor automaticity in word reading or slow, laborious movement through the text taxes the reader's capacity to construct an ongoing interpretation of the text. Poor prosody can lead to confusion through inappropriate or meaning less groupings or words or through inappropriate applications of expression.

There are a variety of reasons for poor fluency, including frustration, lack of exposure to fluent models, a focus on figuring out words leads to a lack of attention to meanings, missing the "why" of reading, and lack of practice time. Fluent readers need to learn how to decode words, both in isolation and in connected text. Also, how to automatically recognize words both accurately and quickly with little attention or effort. Finally, how to increase speed/rate of reading while maintaining accuracy

Reading fluency is a large problem among all levels of ABE readers. Adult beginning readers have fluency levels and characteristics similar to children matched for reading age. Repeated readings have been used to increase the reading fluency of low-literacy adults.

Readers must develop the fundamental insight that letters and sounds work together in systematic ways to form words. This understanding provides the foundation for the development of decoding skills. As they get into more complex words, they also need to understand the role meaning plays. Understanding the Alphabetical Principle is gained thru experience with phonics and meanings. Using phonological awareness allows ABE readers to develop sensitivity to the sounds and structure of language. Understanding Phoneme level is necessary so reading more eligible to be a good reader.

Adult beginning readers, like all beginners, have difficulty using letter-sound knowledge to decode unfamiliar words. Adult beginning readers tend to have better skill at recognizing sight words than reading matched children. Direct, explicit instruction is effective in increasing the word analysis abilities of adult beginning readers.

Phonological Awareness is the conscious awareness of or sensitivity to the sound structure of language. It includes the ability to detect, match, blend, segment, or otherwise manipulate the sounds unity of spoken language. Phonemic Awareness is directly related to reading ability and is important because it is a reliable predictor for later reading ability.

Although the relationship is reciprocal, Phonemic

Awareness (PA) precedes skilled decoding, and deficits in PA are usually associated with deficits in reading. Early intervention can promote the development of PA, and improvements in PA can and usually do result in improvements in reading ability. Adult beginning readers, like all beginners, have little phonemic awareness. PA increases with reading development and skill, and PA instruction should involved letters rather than simple oral instruction. Lack of phonemic awareness is the reason many adults do not read, so always focus on using phonemic instruction in working with your adults—there is no time to lose.

There are five instructional components of reading. The first three: Phonemic Awareness, Phonics, and Fluency, all assist in identifying words accurately and automatically. The last two: Vocabulary and Text Comprehension Strategies, both assist with constructing meaning using words that are identified.

There are appropriate measures for checking Reading Assessment in a variety of purposes. These measures include: screening, diagnosis, progress monitoring, and achievement outcome measurement. Utilizing a comprehensive assessment plan allows one to assess multiple areas of important to reading proficiency, and use data management for informed instruction. Remember that adult ABE learners are quite diverse, and any one measure of reaching achievement may not be sufficient to identify strengths and weaknesses.

Skilled reading depends not just on knowing a large number of words, but also on being able to deal effectively with new ones. Skilled readers are readers who cope effectively with words that are new to them. To promote large-scale, long-term vocabulary growth, teachers must aim at increasing students' incidental word learning.

There are three critical questions that one can ask to help promote independent word learning strategies. First, do I know any other words that look and sound like this word? Second, are any of these look-alike/sound-alike words related to each other? Finally, what do the words I know tell me about this word?

The Nifty Thrifty Fifty list is a list of words designed for readers to use in order to figure out the meaning and spelling of unknown words as well as how to read them. The most frequent and useful prefixes and suffixes in English to provide "transferable chunks." Using the word parts in this list, one can read, spell and understand more than 800 words. Think of them as keys that will unlock a larger corpus of words.

An example of an independent word learning strategy would be:

If the unknown word is antibiotic, the first questions is, "Do I know any other words that look and sound like this word?"

Are these words related to antibiotic?

What do they tell me about antibiotic?

There are several things that students need to know about to learn multisyllabic words. These include knowing what a syllable is, knowing that a syllable contains one vowel sound, knowing that recognizable word parts are also in multisyllabic words, knowing how to divide the words in parts, read each part, and then read the word by combining the parts, and knowing how to be flexible with word parts that are irregular.

Teachers should implement this strategy for instruction. First, **Cue** (I do it... Teacher modeling), **Do** (We do it... Guided practice), and **Review** (You do it... Independent practice). Adult ABE learners are diverse and any one measure may not be sufficient to identify strength and weaknesses. So what? Teachers need to improve vocabulary knowledge (improved FCAT scores) and focus on independent learning strategies

- Use the **DISSECT** work ID strategy
  - Discover Context
  - Isolate prefix
  - Separate the suffix
  - Say the stem
  - Examine the stem (basically divide it into syllables)
  - Check with someone
  - Try the dictionary

In conclusion, admire your work! Literacy is amazing work that changes people's lives and by providing literacy for all, you provide learning for all and freedom for all. Literacy is freedom.

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## ***Assessment and the ABE Classroom***

Trish Rowland, Panel Facilitator  
ABE Family Literacy Resource Teacher  
Palm Beach County Schools

### ***Assessment Update***

Jane Silveria  
State Supervisor Special Needs, ESOL and Basic Skills  
Florida Department of Education  
Division of Community Colleges and  
Workforce Education

Memo from Florida DOE: Due to the confidentiality clause, Federal regulations prevent schools from pre-identifying if an adult student has a learning disability. Adult learners are encouraged to self-identify after enrollment.

Who must be tested? All adult education students are required to pre and post-test, except GED and AHS students who get their diploma. Co-enrolled AHS students do not need to test as they are not reported for NRS.

The following programs will use a progress report for completion: Adult Senior Learners, Workplace Readiness Skills (all), Citizenship, English Literacy Academic Skills,

ESOL Literacy LCPs A & B, and Pre-GED Science and Social Studies.

State Board Rule 6A-6.014 is in the process of being amended. Check lists were done away with and replaced with progress reports. See the draft of 6A-6.014 for the following changes: Deleted AIMS, added TABE 9 & 10, added CASAS Life & Work (for ESOL students), added BEST and BEST-Plus for ESOL/VESOL students. Also, changes for ESLOA, TABE Work-related and WBST, TABE 7 & 8 remains in rule, changes for ESOL registration, and clarification for Adults with Disabilities. They also added that disability documentation must be kept in cumulative folder.

Amendments may take a year or more. If a student comes to you saying they have a disability, modifications in testing may be implemented. You cannot ask if they have a disability. They cannot have unlimited time, but can have a time extension or modification.

Adult students are exempt from fees if they don't have a diploma or equivalent or if they test below 9.0 on TABE complete battery. Community colleges are sending foreign diploma students back to take the GED due to the language barrier.

TEST SECURITY is just as important on TABE as GED and the FCAT. The fine for breaking test security is \$1000 fine, 6 months in jail and lose teaching certificate.

Some tips for teachers are to talk to the students. Tell them the test is not pass/fail. Let them know that RE, MA, LANG are on TABE. Give them the Getting to Know Booklet (CTB). Tell them progress checks available on website: [www.firn.edu/doe/programs/vpi/ck.htm](http://www.firn.edu/doe/programs/vpi/ck.htm). Help students relieve anxiety but do not encourage guessing.

Some tips for the examiner are to always give FULL instructions, explain the purpose of the test, convey a positive attitude, and administer the practice exercises. You may want to issue a seating chart so security is provided. Also, always provide secure storage for test materials and verify and identify student (ID). Vary use of scratch paper (on Monday use white, on Tues use pink, then shred daily). Eliminate distractions! CELL PHONES NOT ALLOWED! Place a "Do Not Disturb" sign on the door.

Should we ignore a disability? NO! You can add this to the registration form: "Remember if you are a student with a disability you may see \_\_\_\_\_ for accommodations and modifications."

Tests of Adult Basic Education (TABE) is the most widely used adult test in the U.S. It has proven "Validity" and "Reliability" and is based on the norms of adult reference groups and the content reflects adult learning. It is built on 40 years of experience and grounded in Basic Skills/Higher Order thinking skills.

The TABE 9 & 10 System consists of Test Booklets (regular reusable, large print, Braille, audio), TABE PC, TestMate TABE for Windows, and a User's Manual (TABE Orientation and Instructional Materials).

The TABE scores are first to provide a complete picture of adult student performance. Second, to provide both norm-referenced and competency-based information. Finally, to help educators and other users evaluate clients abilities and provide data for individual instruction and training needs.

The structure of TABE is that there are 4 subtests: Reading, Math Computation, Applied Math and Language. There are also extra tests for: Spelling, Vocabulary and Language Mechanics.

There are two versions of the tests. The first is the Complete Battery, which is administered in 3.0 hours and has Comprehensive NRT and CRT information. The second is the Survey administered in 1.30 hours and has Comprehensive NRT and limited CRT information.

The TABE skill levels are: Literacy, Easy, Medium, Difficult, and Advanced. These skill levels are broken down based on the following grade equivalents: Literacy (0-1.9), Easy (2.0-3.9), Medium (4.0-5.9), Difficult (6.0-8.9), and Advanced (9.0-12.9).

The process for TABE Administration is that the locator test must be done first to indicate the appropriate level of TABE to administer. Then proper scoring must be finished, followed by accurate reporting and appropriate interpretation.

The best practices in administering TABE are to inform students about the test. Use getting to know TABE (what, why, how). Then use the “locator” to determine appropriate test level by content and administer the determined test level in a “standardized” manner. Score and report test using proper norms.

What TABE accommodations are available for making the test accessible for adult students with special needs? TABE 9-Large Print (available in complete and survey editions), TABE 9-Braille (available in complete and survey editions), and TABE 9-Audio Tape Edition (available in complete and survey editions).

What are the TABE Administration and Support Materials? There is a User’s Handbook, Norms Book, Technical Bulletins and Technical Report, Examiner’s Manual, Individual Diagnostic Profiles, GED 2002 Correlation Study, Building Skills with TABE, and Getting to Know TABE.

What is the format of the TABE 9 & 10 Locator Tests? There are three locators with two forms: Reading, Mathematics (computation, applied math), and Language. Each is administered in 12-13 minutes and provides for leveling of test.

What are the advanced levels of testing? They are GED designed and supportive. All tests are at an “A” level with 30 items each. They are: Science, Social Studies, Algebra, Geometry, and Writing( 2 prompts, rubric scored).

The TABE has a survey and a complete battery, but you should wait 6 months between the survey and complete battery of the same form. It is on a complete battery, and therefore is the same test. You can go from 7 to 8 to 9 to 10 and can go from 10 back to 9, but you can not go from 10 back to 7 or 8.

If you have any further questions, contact:  
Jane Silveria 850-245-9022  
[Jane.Silveria@fldoe.com](mailto:Jane.Silveria@fldoe.com)

Other vital websites are:  
Division of Community Colleges and Workforce Education  
<http://www.firn.edu/doi/workforce/index.html>

VPI Progress Checks  
[http://www.firn.edu/doi/programs/vpi\\_ck.htm](http://www.firn.edu/doi/programs/vpi_ck.htm)

Adult Education Frameworks:  
[http://www.firn.edu/doi/workforce/adult\\_ed.htm](http://www.firn.edu/doi/workforce/adult_ed.htm)

DOE homepage  
<http://www.fldoe.org/Default.asp?bhep=1>

Adult Ed Homepage  
[http://www.firn.edu/doi/workforce/adult\\_ed.htm](http://www.firn.edu/doi/workforce/adult_ed.htm)

USDOE NRS  
<http://www.nrsweb.org/>

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### ***TABE Test Administration***

**Barbara Corbett**  
**Staff Specialist**  
**Miami-Dade County Public Schools**

The registration process is vital. Be sure to fill out a complete Registration Form (intake form). Before filling out this form, create or update biographical information and check for current test scores. Depending on what you discover, the student may not need retesting. If a student has old test scores, you only have to retest if they were tested more than 2 years ago, or if they were assessed, but did not enroll.

Before testing, interview the student, determine their goals and review test requirements. If testing is required, counselor/teacher schedules test and makes accommodations if needed. If testing is not required, send for counseling and placement in AGE Program.

It is vital to choose the correct type of test based upon the program. Which is most appropriate? TABE if they are ABE, GED, or AHS, or use the TABE Initial test (locator and complete battery or survey). If not TABE, then CASAS (ESOL/VESOL), or the CASAS initial test (appraisal, reading and listening). After testing, test scores recorded and results shared with counselor or teacher and student.

Before using the locator, you may use tutorial on how to test to reduce stress. After creating a calming atmosphere, give them a paper and pencil. Once they have completed the locator, give the student a break, then verify ID again and send to test.

It is vital to counsel the student after the test and explain their scores and placement in AGE Program. If they receive the following scores, place them appropriately:

ABE/Pre-GED (score of 8.9 or lower, place in appropriate ABE Course)

GED (score of 9.0 or higher, place in appropriate GED course)

AHS

ESOL/VESOL (place in appropriate ESOL/VESOL level course)

After standard instructional period of course objectives, it is vital to conduct post-testing to measure results for ABE or ESOL/VESOL. The pre/post-test is compared to determine LCP earned and student progression. You should not do a post test after less than 6 weeks, unless you are using an alternative form. Usually it is appropriate to test again within about 6 months. Use the appropriate time frame to allow for time of instruction (e.g. 70 hours (CASAS) plus teacher recommendation)

If you have students coming daily with a low TABE score, but they make quick progress, it is possible to test sooner.

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### ***Applying TABE Scores in the Classroom***

**Dolores Palladino**

**Consultant**

**Florida Adult Education Practitioners' Committee**

There are several TABE Objectives, including helping with accountability, offering proof, showing results, and providing ways to help students in four areas: Reading, Math Competition, Applied Math and Language.

Interpreting individual diagnostic profiles is not difficult. Whether hand scored or computer scored, an ABE teacher can utilize that information provided on a student's TABE diagnostic profile. The profile lists objectives and skills measured by the test, and it reveals the mastery or non-mastery of the specific items. With this information the teacher can determine those specific areas that need remediation and can plan an appropriate and meaningful study plan.

Being familiar with the TABE objectives and content, the teacher can readily understand and interpret an individual diagnostic profile.

In order to select appropriate instructional materials for remediation, the teacher must be able to identify the specific academic skills measured on the TABE test. An individual diagnostic profile provides some information on a student's performance, but there is further 'break down' or listing of specific skills. For example, in the reading subtest, the headings can further define their specific elements.

When applying TABE results in the classroom, there are several teaching strategies that can be utilized. The ABE teacher will most likely choose a variety of strategies in or-

der to meet the needs of all the students. The following are some strategies that are effective as well as being able to connect to the TABE content.

Individualized instruction allows each student to work alone, asking for assistance as needed. In this case, each student should have a study plan or prescription prepared solely to meet his or her needs. This should be determined by the student's individual diagnostic profile as revealed by the TABE results. Some students, especially the visual and tactile learners, prefer this method of instruction. They are able to create their own pace of learning and not be influenced by the pace of a group.

One-on-one instruction involves the presence of another person, besides the student. This person could be the teacher, another student, or a volunteer, and he or she would teach lessons on a one-to-one basis. Assisting a student to learn in this way is like having a private tutor by one's side, and most ABE students receive this type of instruction when academic skills are at very low levels. While the teacher can use this strategy sometimes, he or she obviously cannot spend an entire session with just one student everyday. Volunteers are great at stepping in to perform this service. With this strategy, the curriculum for one-on-one instruction should match the relevant content measured on the TABE.

Group instruction allows the teacher to teach specific skills to a larger number of students that the one-on-one allows. Group activities can also enhance the learning for students who opt for the individualized instruction strategy. Group instruction enables the teacher to use his or her knowledge, experience, and expertise to provide special tips to help other students. Auditory learners, especially, appreciate group instruction. Once again, this strategy should make use of the type of lessons students will encounter on the TABE.

Multi-level instruction can be done successfully in the classroom. When doing group instruction, most teachers expect or want the participating students to be at similar academic levels. However, group instruction can also be effective with students whose academics are at various levels. This is because the content being taught may have nothing to do with a particular grade level. A student with a 4<sup>th</sup> grade reading level and one whose reading level is at 8<sup>th</sup> grade can sit together as they learn to draw conclusions from their reading, interpret a bar graph, add fractions, use commas in a sentence, or write a business letter. These are samples of specific skills that are taught at all the academic levels. Since these lessons emphasize the content, the reading level should be low in order to accommodate all of the students.

Multi-subject instruction gives the teacher the opportunity to combine different academic subject-areas into one lesson. For example, interpreting graphics is a skill required in both, the reading and math subtests of the TABE. Therefore, a group activity designed to teach the interpretation of graphics can cover both of these academic areas at the same time. For students planning to eventually take the GED Exam,

the teacher can combine some of the skills required for that test. “Character aspects” and “style techniques” is covered in reading and writing—“fact or opinion” is covered in reading and social studies – “drawing conclusions” is covered in reading, math, science, and social studies – “drawing conclusions” is covered in reading, math, science, and social studies. There are many multi-levels lessons and activities that the teacher can develop and use in the classroom.

Daily schedules are an important part of the ABE classroom. As stated, the ABE teacher is encouraged to utilize a variety of teaching strategies in the classroom. The best way to accomplish this is to plan daily schedules that can be posted. In this way, students could plan their schedules around the days’ activities. The daily plan should include several strategies with special topics listed for each day.

When focusing on raising the TABE levels, as mentioned previously, grade equivalency scores are not the most meaningful for assessing adult students’ progress. However, since we use the grade equivalency scores throughout the state of Florida, every ABE teacher should understand how the grade levels increase in steps. The reading conversion can be used as an example. There are 50 items on the reading subtests. A student getting 15 items correct would have a grade level of 2.9. If that student gained just five more points on the posttest, the grade level would change to 7.0. Actually, this would not mean the student gained four grade levels. Instead, it would show the student learned or acquired more of the academic skills measure by the TABE. Therefore, it is very important for the student to have remediation that utilizes the TABE content. Doing this gives the student the best opportunity to raise his grade level score.

When matching instructional lessons related to the TABE Objectives, a study plan should be developed for each ABE student. Some ABE classroom teachers refer to this plan as a “prescription” because lessons in the plan are prescribed for the individual student. Some classrooms contain “generic prescriptions” that include all of the TABE objectives, and the teacher “checks off” the skill area and lessons the student must complete.

Regardless of the type of study plan, there are several steps to follow when developing one.

1. Using a student’s individual diagnostic profile (or pre-test results), determine the mastery of specific skills.
2. Identify those skills the student has not mastered.
3. Assigned lessons that will provide instruction and practice for the skills needing improvement.
4. After the student completes an assignment(s) in one skill area, give the student a short test in that skill area.
5. If the student scores well in the short test, have the student continue with the next assignment in the study plan. If the student does not do well in the short test, assign other lessons in that skill area.
6. When the student has completed the entire study plan, administer a TABE posttest – using the same level as the

student’s pre-test, but a different form (for example, if the student pre-test with M7, then the posttest should be M8)

7. Use the student’s posttest results as a second individualized diagnostic profile. These results can be used for further upgrading by preparing another study plan that provides higher level lessons and practice.

When a student has partial (P) mastery of a skill area, the review can be a simple review of the skills. This review can be applied to those areas that show a (+) but not complete mastery. Raising the student’s score just 2-3 points can make a difference in the resulting grade level score.

A goal without a plan is just a dream! A study plan helps students make and see progress and also helps prove progress in the folder. Both one-on-one instruction and group instruction are vital. They enable the teacher to use his or her knowledge, experience and expertise to provide special tips that will facilitate learning. Printed material can never match the enthusiasm brought to a lesson by a highly motivated and animated teacher.

Multi-subject instruction involves daily schedules. It is important to emphasize that the student acquires academic skills, and not focus on grades to move them up. Working on items the student is weak in can improve skills rapidly, especially when review is all that’s necessary.

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## ***The ABE Classroom/Part I***

**Barbara Jones, Panel Facilitator  
Division Director of Adult Education/Literacy  
Okaloosa-Walton College**

***Intake and Orientation for the ABE Student***  
**Dolores Russo  
Program Manager for Adult Education  
Boca Community High School  
Palm Beach County Schools**

Teachers need to be motivated. 30% of potential students leave before they begin. To achieve success, we need teamwork and “A Roadmap to Strategies to Adult Education.” Visit [www.floridatechnet.org](http://www.floridatechnet.org) to see the roadmap to success!

The first step is the intake process. Welcome the student and determine if the learners needs and goals fall in the scope of program. If so, explain that testing is needed for registration. If language is a barrier, provide a bilingual staff member. Make sure that students are shown the intake TABE test sample packet.

The second step is assessment. Designate a specific room for testing and offer specific test days and times. Offer both group testing and individual testing to meet special needs.

Offer the TABE survey as well as the CASAS/GED Official GED Practice Test. Offer individual appointments for placement and a 24 hour turn around on testing.

The third step is orientation. Once you have reviewed the test results, place the learner in an appropriate class. Then counsel the learner as to their options: classes, job placement, etc. Every person that is satisfied will tell 4 more people, but those who are dissatisfied will tell 10!

So, how to you become irresistible? First, make them feel welcome. Be personable and caring. Provide them a positive experience. Always evaluate your service and act on feedback. Go the extra mile and smile!

Has anyone in the past done an evaluation? If not, we could set up a survey with a “mystery” student. We could conduct this survey once each semester, using a touch screen survey. Or, we could have them call and provide ACE feedback. What is most important is that you act on the requested changes, such as changes in test room, student hours changed to suit needs, etc.

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### ***Group Instruction in the ABE Classroom***

**Katrina Robinson**

**ABE Teacher**

**Leon County Schools Adult & Community Education**

Students learn best when they are actively involved. Try a variety of tactics, such as a newspaper, or groups, or give them challenging scenarios and let them think about how to let your “family (group)” survive. Be sure to specify objectives first, and design the activities so that everyone has part. Introduce the tasks step by step and facilitate the interactions. Don’t dictate, but do challenge and motivate.

Try to predict conclusions so that you can be prepared to answer questions, and then offer a prompt conclusion. When you choose your groups, remind the students that they need to learn to work well with a variety of personalities because sometimes in the workforce, they will not have an option.

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### ***Instructional Strategies for Learning Styles***

**Angela Pence**

**Adult Education Instructor**

**Boca Community High School**

**Palm Beach County Schools**

**Inez Sosa**

**Lab Manager**

**Forest hill**

**Palm Beach County Schools**

Does the strategy you chose provide challenge or chaos? Remember to take into account the different kinds of learners: Visual, Auditory, and Tactile/kinesthetic learner. The best teachers work with the individualized way a student takes

in and processes info.

Visual learners must be able to see you. They like to be up front with no obstructions. These learners need diagrams, charts, overheads, videos and handouts, and do best when they are able to see, watch, read, and review. A good activity for visual learners is Jeopardy.

Auditory learners benefit from creative jingles and saying ideas aloud. Use story telling and let the students dictate or read aloud. Use a tape recorder and let them get creative. Have the ABE students use multiplication rap. These learners function best when they can discuss/think/say aloud.

Tactile/kinesthetic learners learn by touching, moving, doing. They have a good sense of balance but can’t sit still long. To teach them successfully, have frequent breaks, bright colors and objects to work with. Teach them how to skim read and play music in the background. Some teaching tools are to use colored paper to show fractions or show percents. Tactile learners absorb the most when they can move around, do physical activities, touch, draw, fidget and interact with others. Try games such as Battleship to teach them to coordinate points, etc. Some other strategies to grab their attention are using brain calisthenics, such as games. Activities done together where you form teams and allow them to correct their own mistakes are most productive. Anything to promote cooperation and competition.

Remember to keep your classroom visual and be demonstrative through using pictures and keeping active. Play card games, board games or role play. Try matching games, bingo, etc. Bruce Campbell said, “I developed different skills than I previously relied on when standing in front of the class. I began to wonder who was changing the most, the students or myself.” Remember, when one teaches, two learn.

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## ***The ABE Classroom Part 2***

**Roberta Thomas, Panel Facilitator**

**Professor, Polytechnic Academy**

**Florida Community College at Jacksonville**

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### ***The ABE Classroom—Working with Adults with Reading Disabilities***

**Iris Strunc**

**ABE Instructor**

**Okaloosa-Walton College**

There are several helpful strategies to use with ABE students with reading disabilities. First, it is important to know students’ learning styles in order to know how to teach them. Once you know their style of learning, train students on how to emphasize their strength and minimize their weakness.

There are several components of reading. They include comprehension strategies, phonics, vocabulary and fluency.

1 out of 10 adults has a reading disability. The causes for this are poor preparation, poor attendance, and suspected but unidentified disabilities such as dyslexia.

It is vital to recognize inefficient readers. These are students with difficulty with accuracy and frequency, insufficient vocabulary, and lack of motivation. How can we help them? Maximize their strength and minimize their weakness. Teach them how to utilize their specific learning styles.

Instruct them on how to use the DISSECT technique to assist them with word recognition problems. Use the Dolch List and Fry List. Use modalities, such as flash cards, tracing, and visualization. Teach recognition of instant words (most used), such as the, of, and, a, to, in, is, you, that, it. Create a general service list—if a student knows a word, ok. If not, add it to their personal vocabulary list.

Finally, focus on transition or signal words. If you do all of this, students will improve fluency, and be able to read with accuracy, speed and expression. They will have the ability to group words into meaningful units and provide a bridge between recognition and comprehension.

How can we help them develop fluency? Read both orally and silently. As the teacher, be a model and show the students how you discern words. Encourage partner reading, chunking and tape-assisted reading.

Use “Neurological Impress.” A 3- step approach to teach struggling readers. First, Explain. Then, rehearse. Finally, reinforce.

Teach your students how to organize material. Emphasize how to underline and highlight, outline main points, color-code, and use color overlays. Use post-it notes to point out a paragraph and its subjects. Show them how to analyze and break passages down using index cards for main points.

Use explicit instructions and remember that processing time is up to 3-5 times longer for adults with reading disabilities. Use reading strategies such as: ABC, TIPPP, GIST, RAP, and Shrinking. It’s ok to pair up reading students. You can even pair different levels, depending on the students attitude and if they are not vastly different.

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## *Second Language Learners in the ABE Classroom*

Elena Jakubowicz

Instructor

The English Center

Miami-Dade County Public Schools

What strategies do you use to facilitate learning in the ABE classroom with English speaking students? First, be sure to cater to different learning styles. Try cooperative learning, pair-up activities, use audio visuals, peer evaluation, and games. Other strategies are letting students discover grammar rules by comparison or using CRISS strategies. It is also useful to refer students who need it to tutoring. Be sure to assess the educational background of each student and see

what would fit them best. How many of the strategies used with English speaking students can be used with ESOL/LEP students? All of them!

Besides all the strategies above, what modifications need to be made to accommodate the LEP student in an ABE class? Use more body language, a simpler vocabulary, more visual aids, and more vocabulary activities. Pay closer attention to students’ differences and more sensitivity to ethnic diversity. Also, do additional preparation for timed testing. Pair students with different levels of English skills and have different resources readily available in multi-levels.

Dispel these misconceptions! Grammar and writing is easier for English Speaking than for LEP students- NOT! Reading is easier for English speaking students- NOT! English speaking students come with more educational background that LEP- NOT!

Some surprises are that English students do not know as much grammar as expected. LEP students are more aware of grammar rules than expected. It is recommended that in the Lab, one should use mini-lessons (concentrated and short—no longer than 15 minute lessons) and give Homework that is “FUN” to do. A reward system works better for LEP student than for English students because LEP/ABE students come to class with additional baggage and insecurities. Some LEP are almost illiterate in own language. Some students will have difficulty with capitalization.

ABE Classes are offered in 2 scenarios: Class and Lab. The pros to the classroom are that LEP students and English speaking students learn from each other. The teacher’s explanations benefit all, there is more interaction, and more opportunities to use conversational skills.

The cons of the classroom are that LEP students might feel uncomfortable revealing their lack of skills in front of the class, and English speaking students might feel uncomfortable revealing their lack of English skills in front of the class. Additionally, it can be difficult for teachers to target different levels in the classroom.

The pros of the lab are that English speaking students work individually without having to reveal their lack of English skills in front of the class. Mini lessons are beneficial when all students are working on the same subject because students learn at their own pace. Schedules and study progress can be accommodated to different student’s need and there is less pressure to perform at the same speed as others. Also, some students simply prefer to work alone. Teachers can use competency based diagnostic prescriptive and address student’s different learning styles easier. If a student cannot be on time, they can come later and no work is lost, so students have more independence in the learning process.

The cons of the lab are that some students work better in a classroom setting. Additionally, young students have to be constantly monitored because they tend to be distracted easily and often log on the internet. It can be difficult on the teacher because checking student progress has to be on a

constant rate. Sometimes it takes longer to finish an LCP. Additionally, students don't learn from each other and will rely only on the computer and individual attention from the teacher. Also, reading directions and concepts of grammar could be more difficult for students in lab setting. For some, more independence is difficult; some students don't know how to handle it.

In order to better service our students and facilitate learning and success, teachers should be receptive to students needs and anxieties.

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## WEDNESDAY, APRIL 13, 2005

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### *Welcome and Introductions*

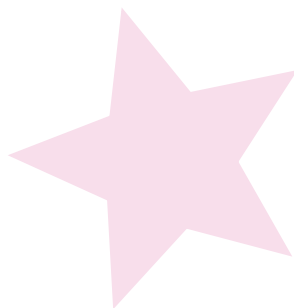
**Dr. Edwidge Crevecoeur-Bryant**  
Facilitator, Florida Adult ESOL Practitioners' Task Force  
Assistant Professor  
Chair of the ESOL Infusion Program  
The University of North Florida  
"Face challenges and work together for solutions"

**Barbara Van Camp**  
Florida ABE Practitioners' Committee Facilitator  
Principal  
Leon County Schools Adult & Community Education

**Valerie Boyd**  
Executive Director  
Adult & Community Educators of Florida  
Welcome and thanks  
Encouraged joining ACE  
ACE Conference September 26-29, 2005 Omni in Orlando  
Encouraged contacting legislators to support funding for adult education.

**David Barnes**  
Director of Workforce Development  
Pinellas County School Board  
President, ACE Board of Directors

Welcome - encouraged participants to contact their legislators and make them aware of the services of adult education.



### *State and Federal Initiatives in Adult Education*

**Valerie Boyd, Panel Facilitator**  
Executive Director  
Adult & Community Educators of Florida

### *The Federal Perspective of ABE and ESOL*

**Dr. Lennox McLendon**  
Executive Director  
National Adult Education Consortium  
*You Can Do It! Promoting Adult Education Programs:  
Targeted Marketing*  
**Kathi Polis**  
President  
Strategic Training and Resources, Inc.

The federal perspective of ABE/ESOL is that when times get tough, the tough get going. The taskforces have been successful in involving many experts to make decisions. The bottom line is that those in the Senate really do not know what we do—the people they listen to is the public. Leadership is not telling them the correct thing.

Focus on priorities. The priority is fighting against tax relief and war money. We must meet with Senators and tell them we do have results. We need to send numbers, not strictly percentages. 46% of adult education is ESL.

Focus on the trend to try and consolidate programs. It is vital that we write "dear colleague" letters. The point is to try to get Senators to sign on. Kennedy and others originated this concept. Now it is up to us to contact our Senators and try to get them to sign on. An example is Bill Nelson, who is on appropriations committee. The Adult Education state representative, Valerie Boyd, will testify to present myths. She is the single point of contact (SPOC). Our job is to let congress know of myths and lobby.

Have a thank you session. Invite the senator to visit and look around or invite them to graduation. Senator Kennedy visited an ESOL classroom and then shared his experience in a committee meeting. Visits make it personal.

If you explore the website, it shows a side by side comparison to illustrate changes and proposals. Also check the incentive funds. VocEd and Adult Education is now separated so teachers can go on their own records. Notice how one-stop and "other" fund appropriations hurt adult education funding. Focus on performance! The wording 'earnings improvement' can cause problems and we would not be able to get disclosure of earnings to prove. Try to get this language removed. The House 3 (Welfare Bill) and Senate 4 states that a super waiver needs to not be passed. Adult education is a support initiative to many programs.

Focus on the deficit, waivers and block grants. Visit [www.ncsdae.org](http://www.ncsdae.org) to see private money for advocacy. There is national legislation, but the lobbying guideline must be from HOME! On the website you will find a cover letter guide

and the information on the single point of contact. Keep contacting and KEEP in touch!!!

There are 3 Key Things to remember when contacting legislators. First, clearly show how we deliver success. Second, we're only funded if we show bottom line results. Finally, we need broad based support to tackle a mountain. Remember when lobbying to know who is your audience and what's the impact?

Emphasize talking in dollars and cents. Lawmakers hear this better. Find a way to communicate our message in their language. Let them know the website is available. Explain that with welfare, the average payment to family X is \_\_\_\_\_. Students who graduated were removed from welfare. SHOW IMPACT that they can understand! Most legislators operate on what they need to know—not everything you know.

Use simple logos and short key points. Visit <http://maepd.org/resources/admin/marketing/asmartinvestment/investmentgraphic.doc> to access a marketing folder that is very helpful, and use it!

Show the economic development people what you do and let them speak for you! In the numeric evaluation, where does LCP count? Performance Standards is what is reported as %. Is the 66% cut from current or projected levels? Current. Make the commitment to have a Senator come to see you!

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### ***Florida Initiatives in Adult Education***

**Roxanne Dunn**

**Director, Governor's Family Literacy Initiative  
Volunteer Florida**

The Volunteer Florida Program is an initiative of Governor Jeb Bush to promote family literacy, faith based initiatives and strengthening Florida's families.

"The purpose of our Family Literacy Initiative is to establish literacy as a value in every family. I believe that by helping every family in the state to understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject, that we will do more to dramatically improve our educational system than any test will ever measure." -- Florida Governor Jeb Bush

In Florida, Governor Jeb Bush has made strengthening families a top priority, beginning with his initiative in family literacy -- helping programs that encompass reading, math, life skills and parenting skills, help individuals earn their GEDs, and help children start school ready to learn.



### ***Statewide Update of Workforce Education***

**Nancy Cordill**

**Director for Career, Technical and Adult Education  
Florida Department of Education  
Division of Community Colleges and  
Workforce Education**

Our job is to keep the focus on students. In the past, when K-20 initiative came, it went under governor's office. We were not allowed to lobby. The Governor's budget is good and we wish it would be passed. We must look out for students in programs. No new money will hinder that task. Government term limits also limits understanding. Adult education practitioners must educate the legislature on who we are and what we do. Career education taskforce last year looked at general delivery, and the legislators received recommendations. Career and Technical Education suggestion was establishment within department of Education. Visit website <http://www.leg.state.fl.us>.

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### ***Public Awareness of Adult Education***

**Ron Froman**

**Executive Director**

**Florida Human Resources Development, Inc.**

Part of responsibility is not to just be good teacher, but to be sure to promote awareness of ABE. ACE sent this information out and it is available on website, so please take it seriously. Go back and make time to deal with it! Take action! Like furniture on the Titanic—it looks good but its going down!

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### ***Economic Development and ABE***

**Jan Lichtenwaller, Panel Facilitator**

**Learning Specialist**

**Brevard County School Board**

### ***A Business Partnership***

**Jay Shavin**

**H.J. Russell, Inc.**

**Program Manager**

HOPE VI is the company charged with tearing down outdated public housing and rebuilding section 8 voucher paid dwelling houses. The educational partnership is vital to seeing the upended families become able to find jobs to buy back into the community. Tuition is paid by HOPE VI for everything but the \$3 ID card. Everything including vocational, college, any training, and even uniforms. They make it so that if anyone does not finish class, they are not allowed to take another class.

Habitat for Humanity is a tremendous help in progress.

In 2002, the community asked for computer, secretarial and food service training. However, they aren't taking classes. Miami-Dade Entrepreneurial College is open to them, but they would not go.

Family self-sufficiency is what the program is all about. It is currently a 5 year program. Due in part to the program, Real-Estate values have increased 42% in area.

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### ***A Successful Partnership Between Business and Public Education***

**Arnold Brundage**

**Administrative Assistant**

**D.A. Dorsey Education Center**

**Miami-Dade County Public Schools**

The Education Center is based near a housing project for military people. Many are welfare recipients with low education. This is a \$110 million dollar project. People have asked to relocate for revitalization plan. There is a focus on building single family homes. Since most people are unemployed and need an education to get better jobs, the Educational Center is only 10 blocks away. HOPE VI met with residents, but they did not want their involvement. Residents said they wanted the school closer, so they set up at NFL center. Only a few came and people began moving.

Housing opportunities for People Everywhere. The school board partnered with businesses and the school began to get students. They set up ABE classes which filtered into Vocational Classes. HOPE VI got involved with Dade County schools to offer education.

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### ***Florida Works for Life-Based Learning***

**Kathleen Anderson**

**Adult & Continuing Education Coordinator**

**North Florida Community College**

The Florida Works Career Building Skills Program was written at 4<sup>th</sup>-6<sup>th</sup> grade reading level. It is designed to train youth and adults with low literacy skills and little work experience. The focus is Job Readiness and Retention. There is no cost for materials that can be downloaded from website [www.floridaworks.org](http://www.floridaworks.org).

New technology and rapid change in global economy makes life-long learning essential. This program focuses first on job readiness—getting them there, and then on job retention—keeping them there.

The Job Readiness Training is a 63 hour program with two workbooks “Planning the Work of a Lifetime” and “Getting the Job You Want.” The topics addressed are describing personal skills, identifying career interests and goals, describing employment outlook for your area, successfully filling out a job application, developing a personal network, making a

good impression on the interview, how to answer the 10 toughest interview questions, and ways to stay positive in the job search

The Job Retention Training is a 25 hour program offered at the work site or a central location. It consists of two workbooks, “Making the Most of your Job” and “Problem Solving on the Job.” The topics addressed are working cooperatively with co-workers and customers, putting safety first, identifying ways to learn on the job, knowing when and how to speak up, understanding dependability and punctuality, and being prepared to handle unexpected changes.

In Madison County, a company sold out, and they used Florida works program to retrain employees. One teacher at Gold Kist used Florida Works to improve supervisors skills for communication and teamwork. Florida Works was a perfect esteem builder. The course outcome was 15 completions (graduated). Make the program your own.

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### ***Career Breakthrough: A New Approach***

**Paulette Merix**

**Polytechnic Academy**

**Florida Community College at Jacksonville**

Florida Community College at Jacksonville uses a lab approach with entering students. The students attend required classes for orientation, goal setting and registration. This class must be completed before enrollment in the ABE program. This procedure has improved retention rates.

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### ***The New Face of Adult Education***

**Lynn Cunill, Panel Facilitator**

**ABE Florida Project Manager**

**Leon County Schools Adult & Community Education**

### ***Adult Education: Working in the K-12 School System***

**Sue Kraul**

**Assistant Principal**

**Leon County Schools Adult & Community Education**

Make people aware of who you are by serving on committees. Have teachers sign birthday cards to send to school board members. Invite new and returning legislators, elected officials and administrators for lunch and a tour. Have representatives from your school sites go to school or community college board meetings. Invite administrators to have meetings at your school.

Market your programs! Host meetings and expand what you do now. For example, during Christmas, instead of traditional things, try a change—host a chili cook off instead! Have staff members market for you. Maintain contact with the local newspaper and have them publish graduates. Also call in and share story ideas with column reporters. During

graduation have high profile persons speak if possible. Encourage School Board members to attend.

Your homework is to buy a party horn and remember to blow it! Toot your own horn!!!

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***The 16-25 Year Old Student in the ABE Classroom***  
**Suzy Wood**  
**ABE/GED Distance Learning**  
**Okaloosa-Walton College**

What are the goals and objectives of an under-age Pre-GED/GED Program? First, to provide a comprehensive instructional program for 16 and 17 year-old students who have not been successful in a traditional middle or high school setting. Secondly, to provide the opportunity to successfully obtain a State of Florida High School Diploma. Finally, to facilitate a successful transition into Technical/Career Training program, Post-Secondary Education and/or Gainful Employment.

What is the profile of Under-age student? They frequently lack motivation to continue in traditional school setting. They have poor academic performance and are unlikely to earn the number of credits needed to obtain a high school diploma. They have failed the state required standardized testing. They often have inconsistent attendance and several other barriers to success.

What makes 16-25 year olds in the classroom different? They are less mature and less motivated. There hasn't been much time since high school, so they often have the same behavioral problems and personal hurdles from before. They may have employment inexperience and be looking for direction and immediate solutions.

What brings them to your classroom? They are looking for a second chance, a new opportunity. They may enjoy the subject matter, smaller and shorter classes, and individual instruction. They might be looking for different teachers or be being pressured by their peers, family, or the court.

They may return to school in an effort not to lose their license, to earn more money, to gain employment, or for more educational opportunities. They need their ABE teacher in their lives to succeed.

What can we do for them? Plan structured classes with active learning. Assess each student and create a portfolio with a student instruction plan focused on their learning style. Monitor progress, recognize barriers (such as basic needs not being met), teach on relevant topics, and focus on inch stones, not milestones.

***The Over-Aged Middle School Student***  
**Karine Johns**  
**Supervisor of Adult Education**  
**School District of Hillsborough County**

**Iowana Whitman-Tims**  
**Administrative Resource Teacher**  
**School District of Hillsborough County**

What is the entry criteria for the under-age pre-GED/GED Program? Students must be withdrawn from the K-12 program, unsuccessful in traditional school setting, at least 16 or 17 years of age and exhibit educational needs more appropriately served by under-age program. They must complete the appropriate placement assessment and be approved by an adult administrator and parent. Online under-age students must have daily access to the internet and an email address.

They must fulfill a minimum of 225 hours, have a minimum score of 500 on each section of Official GED Practice Tests, and receive instructor recommendation.

The Instructional Model is a full-time, comprehensive program that focuses on reading across content areas. The focus is direct teaching with integration of technology, online instruction using blended model and use of CRISS (Creating Independence through Student-owned Strategies).

The teacher orientation and training explains adult education policies and procedures, curriculum (pre-GED / GED), site specific logistics, classroom management, class schedule, multi-media and technology, instructional strategies and how to offer variety with consistency.

The student outcomes are earning either a State of Florida adult high school diploma or a State of Florida high school (GED) diploma. Students are prepared for technical, career training and have the entry-level credentials for post secondary education programs. They possess enhanced academic skills and enhanced workplace readiness skills.

Supportive services that are available are pre- and post assessment, referral services, such as recruitment for work skills training and access to workforce career centers. Career exploration is available, such as a mobile lab, career counselors, and motivational and informational sessions. Academic, placement, and career counseling are available. Also, students receive lunch.

What are we teaching them? Lots! Time management techniques, study skills, realistic goal setting, how to focus on their learning style, job skill inventory, and computer instruction. We also offer continued assessment, transition counseling (vocational or college), and career counseling.

The transition guide lists the steps to take and the names and numbers to call. It provides career/educational advising and an instruction catalogue which lists degrees. There is also a 6 pack of goals to give students information on scholarship and financial aid. This is vital, as some students re-

ally do not know they can go on after passing the GED. We must be ready as teachers to help them transition to new things in their lives. We are educating them to be a viable part of the community.

Who are the stakeholders and those who work in collaboration? There is a collaboration between K-12 high schools and middle schools and adult education. Also, parents, families of students, and high school and middle school principals. One partnership is between adult education and the Tampa Bay Workforce Alliance. Also, their technical career programs, career centers, community-based organizations, and juvenile justice programs.

Who is most likely to succeed? Students who have regular attendance, a commitment to personal success, parental involvement, access to transportation, teacher follow-up, and few barriers to success.

What's on the horizon? The under-age Pre-GED/GED Program continues to grow. We are increasing class offerings and locations and working to enhance the collaboration with k-12 program to identify, refer, place and serve students. There is a focus on expanding the offering of online courses and improving post graduation services.

## COMMENTS FROM THE SUMMIT EVALUATIONS:

*Presenters were excellent and motivating.*

*Thank you for sharing ideas and strategies!*

*The reading information shared by Dr. Hudson was very helpful!*

*The Assessment in the ABE Classroom was fabulous! I already see things I will change.*

*I can use the information immediately in my classroom. Thank you!*

*The format works well with everyone able to hear all the information.*

*Dr. McLendon and Kathi Polis provided a great overview and motivated me to be active in legislation.*



*Together,  
We Can!*

# A GUIDE TO THE ABE FLORIDA WEBPAGE

## www.ABEFlorida.org

### ASSESSMENT

Need to know about assessment in adult education? The Assessment button provides information on the Test of Adult Basic Education and guidelines for testing. Validity levels and the basics of giving the TABE are available at this location.

### FRAMEWORKS

Looking for the famous Student Syllabi? The Frameworks button provides a link to the Florida Department of Education page containing all of the ABE Frameworks and Student Syllabi. This is an excellent resource for staff to access and print copies of the current Frameworks and Student Syllabi.

### HEALTH & LITERACY

Do you need a resource for materials and information on health issues? The Health and Literacy button provides information on the basics of health and literacy. Also available at this location are brochures on health topics written for individuals with limited literacy skills. The brochures may be downloaded and printed for use in an adult education program or community site. There is also a brochure available for use with healthcare providers on working with patients with limited reading skills.

### MARKETING

Wondering how to make the community aware of your programs? The Marketing button offers a web-based training - *Get Your Message Out! Gaining Recognition for your Adult and Community Education Program*. This web-based training will provide the basic skills needed to promote adult and community education programs.

### PUBLICATIONS

Where can you get copies of *Back to Basics* and *The Adult Basic Classroom*? The Publications button contains copies of publications developed by the ABE Florida Project. The *Adult Basic Classroom* is a single topic staff development publication and *Back to Basics* is a quarterly curriculum supplement for adult education providers.

### RESOURCES

Are you looking for resources for the adult education classroom? The Resources button offers The Reading, Mathematics and Language Learning Activities Guide, The Resource Guide, The Adult Beginning Reader Guide, The Workforce Implementation Guide and lesson plans for the ABE Classroom. There are also links to the technical assistance papers from the Florida Department of Education.

### TECHNOLOGY

Where can I find information on the ABE student or tips for teaching reading? Is there help for my computer skills? Go to the Technology button for all of this information plus web-based training on ABE in Florida and marketing your adult education program.

# THE ABE FLORIDA LISTSERV

The ABE Florida electronic listserv (mailing list) puts you in touch with adult educators across the state. Here educators ask questions which are answered not just by one person, but many. Practitioners will ask for feedback from this listserv and announcements about changes in adult education are often distributed through this listserv. It is the most connected teachers' lounge you will ever visit!

## Joining the "ABE Florida" mailing list...

Anyone can join the ABE Florida mailing list. As a member, you will be able to share questions, solutions, and other Adult Basic Education issues with a group of adult education professionals.

If you've never used a mailing list before, any message sent to the list address is automatically dispersed to all members of the list.

For easy access to subscribe to the ABE Florida listserv, use the ABE Florida web page at [www.ABEFlorida.org](http://www.ABEFlorida.org) and go to the "About Us" link.

To subscribe or unsubscribe, you may use this address: <http://mail01.inetu.net/mailman/listinfo/abeflorida>

For problems, contact Debra Hargrove, ABE webmaster at [dlhargrove@aol.com](mailto:dlhargrove@aol.com) and include *ABE listserv* in the subject line.

## PROFILE OF FLORIDA ADULT EDUCATION

### Eligible Providers: 165

- 54 local school districts
- 17 community colleges
- 49 community-based organizations and public libraries
- 1 university
- 44 correctional institutions

### Participant Status:

Employed .....	140,798
Unemployed .....	244,248
Correctional setting .....	29,148
On public assistance .....	33,910
Other institutionalized .....	13,643

### Enrollment for 2002-2003: 397, 710

Adult basic education .....	153,018
Adult secondary education .....	98,024
English literacy .....	136,668

### Student ages:

16-18	95,291	45-59	42,827
19-24	89,586	60+	9,691
25-44	150,315		

Source: 2002-2003 Adult Education Annual Report U.S. Department of Education National Reporting System for Adult Education

# ADULT BASIC EDUCATION PRACTITIONERS' C•O•M•M•I•T•T•E•E

The Adult Basic Education (ABE) Practitioners' Taskforce Committee addresses issues, develops resources, and makes recommendations to the Florida Department of Education regarding funding and accountability, curriculum, and assessment related to ABE course outcomes and standards. The Committee has been responsible for development of ABE management and instructional resources, training and dissemination of ABE resources, and providing technical assistance. The ABE Committee also identifies and prioritizes staff development topics for administrators, teachers, support staff, and the Florida Department of Education.

A major goal of this Committee has been to develop a comprehensive Adult Basic Education program that can be implemented with consistency statewide by local school districts, community colleges and other local literacy providers. Over the last four years, the Committee has continued to develop new or revised existing curriculum frameworks, instructional resources, and provided technical assistance to adult educators in the State.

Focusing on staff development, the Committee has developed four web-based training modules for teachers and volunteers needing orientation or in-service training. Modules currently on-line include: "Marketing and Community Awareness of Adult & Community Education Programs", "Introduction to ABE", "Understanding the ABE Student" and a teaching reading module, "Comprehensive Resources and Strategies Help". In addition, the quarterly publication, "*The Adult Basic Classroom*," was developed and disseminated along with "*Back to Basics*," a quarterly ABE curriculum supplement containing tips and information for classroom teachers and volunteers.

The 2004-2005 plans for the Committee includes continued revision of the ABE Florida 2004 Learning Activities Resource Guides, the continuation of the "Adult Basic Classroom" and "Back to Basics" alignment of the ABE Frameworks to the TABE Test, continuation of the ABE Florida web page and the listserv for adult education practitioners, and the provision of the ABE Florida Summit 2005.

## PRODUCTS OF THE ABE FLORIDA PROJECT

- ABE Florida web site ([www.ABEFlorida.org](http://www.ABEFlorida.org)) and electronic listserv
- Technical Assistance Paper for ABE
- Workplace Readiness Skills ABE Curriculum Frameworks and Course Performance Standards
- Adult Basic Education Curriculum Frameworks and Course Performance Standards
- ABE Curriculum Student Syllabi
- Workplace Readiness Curriculum Progress Report
- Workplace Readiness Skills Implementation Guide
- ABE Course Matrix
- ABE Florida Resource Guide
- ABE Florida Assessment Guide
- ABE Florida Training Guide, Training Video and PowerPoint Presentation
- ABE and Workplace Readiness Certificates
- "Get Your Message Out-Gaining Recognition for Adult & Community Education Programs"
- Health brochures for limited literacy adults
- Health and Literacy Frameworks and Course Standards
- Adult Beginning Reader Guide – Activities and Resources Level 0.0-3.9
- *Back to Basics*, a quarterly curriculum supplement containing tips and information for classroom teachers and volunteers
- *The Adult Basic Classroom*, a quarterly staff development publication on a single topic of interest to adult educators
- On-line (web-based) training modules: "Marketing and Community Awareness of Adult & Community Education Programs", "Introduction to ABE", "Understanding the ABE Student" and a teaching reading module, "Comprehensive Resources and Strategies Help."
- Correlation of FCAT Standards for grades 3, 5 and 8 with ABE Curriculum Frameworks (to promote adult learners/parents becoming teachers for their children.)

*Source: Florida Department of Education, Office of Workforce Education Practitioners' Task Force on Restructuring & Accountability 2002-2003 Report*

# ADULT BASIC EDUCATION PRACTITIONERS' TASKFORCE COMMITTEE

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