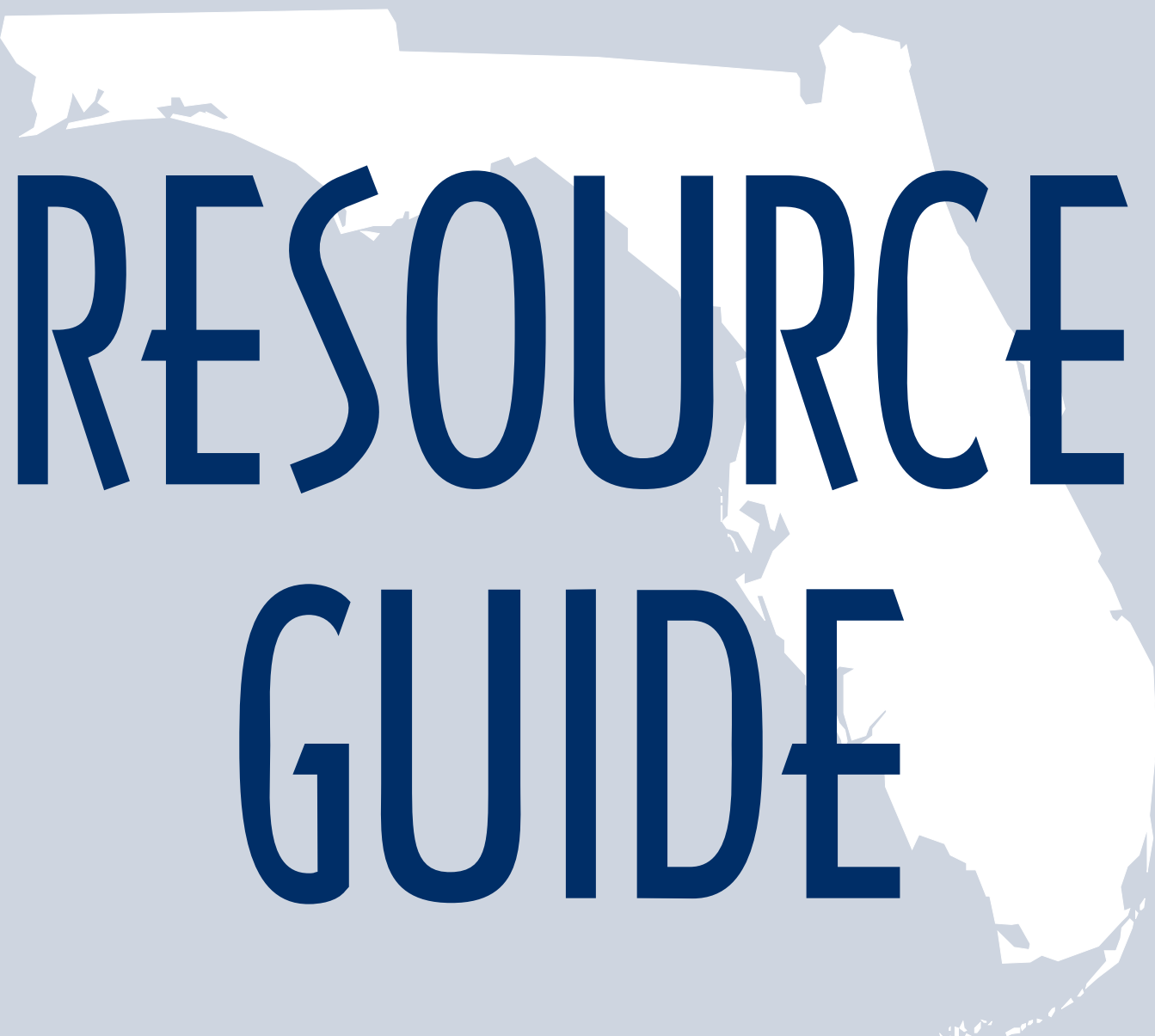


ABE FLORIDA - 2001



**RESOURCE
GUIDE**

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GUIDE**

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This program is in compliance with Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1976, and section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of race, creed, color, age, national origin, sex or handicap.

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A great deal of gratitude is owed the many teachers and administrators of Adult Basic Education throughout the state of Florida who contributed to the development of this Resource Guide. Thank you for your learning activities, your favorite websites, your suggestions about strong professional organizations and your willingness to tell us what information you felt would be most useful in a resource guide for ABE teachers. Florida is fortunate to have so many dedicated professionals serving our adult learners.

A special thank you is owed the following teachers who agreed to create learning activities for specific benchmarks. It is their diligent and focused work that has made this second edition of the ABE Teacher's Resource Guide so much more complete.

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INTRODUCTION



Introduction

Nell and her students greet each other with enthusiasm. Each student signs in, almost on time, for each is on paid leave by the employer to attend this ABE/GED class. Nell gets reacquainted with a student long absent. Nell had called the student's home and boss. "Did you get my messages?" Nell asks. She had worried about this student, Nell told me, because the student suffered so from depression and suicidal tendencies. Nell was relieved and excited to see her back in class and well.

Nell's files are in a portable file box and her books stay in boxes because this class changes rooms whenever the host site needs the space it is in, which has been too often this year, according to Nell. They have a room full of computers they can't hook up and use because they are not in their permanent room yet. Still, the students are committed and faithful and learning.

Sandy is a social worker by training, an ABE teacher by years of experience. Her classroom is quiet when I arrive at 8:30 am; five students are already working independently and intently. Two others arrive soon after I do and each goes right to work.

Sandy sits with a stack of paperwork on her desk. Some stacks are six inches high. As she greets me and begins to talk her frustration with paper work bubbles forth. Those are not student-generated papers on her desk; those are state and county and even federal forms. There are forms for disabled students, forms to mark attendance, forms to chart progress against the new Frameworks. Some of her students cannot even begin at the lowest skill on the new Frameworks; whole sections of material will never be mastered by some students, Sandy tells me, yet these students learn everyday. How can that be translated to a form and to a funding matrix?

Carol's students wait outside the classroom expectantly, greeting me and telling me how much they like Carol. "She really teaches us something," and "She really cares about us," they say to me. Carol arrives and welcomes me and a new student. Each student begins work independently and they begin to ask each other and Carol about a student who has been absent too long. They all vow that they will stick it out. They check each other's work and seek Carol's approval. The new student works quietly at her computer, but the regulars go over and greet her.

In other ABE classrooms teachers meet the needs of both native speakers and non-English speaking students in one classroom. Many teachers struggle to identify learning differences and then teach to them. Though each classroom has different levels, some contain different courses, such as ABE and GED combined. There is no "typical" ABE classroom and there is no "typical" adult student, but there are generalities about both the classroom and the adult learner that are helpful to both the novice teacher and the experienced teacher. The ABE Teacher's Resource attempts to present in one place information teachers would share with each other and seek from each other if time and distance permitted. It is a document made by teachers for teachers in an attempt to help all of our students learn.

In the ABE Teacher's Resource Guide we begin to define and describe the ever-changing face of Adult Education in the state of Florida. We offer learning activities from active classroom teachers who, just like you, covet each success in the classroom, no matter how small. All of the learning activities we offer are correlated to the ABE Curriculum Frameworks. There are four separate books of learning activities, representing a vast majority of the required benchmarks in each area. New learning activities are always welcome, and we encourage both experienced and novice Adult teachers to visit the ACE Webpage and offer learning activities for others to share. For

a continuing and current discussion on Adult Education in Florida, both theoretical and practical, visit the state-wide ABE listserv at ABE@ACE-Leon.org (see the Professional Resources section for instructions on signing on).

This second edition of the ABE Teacher's Resource Guide is divided into five books. The first book is the Resource Guide and the following four books are the Learning Activities Guides. The Resource Guide includes information on the adult learner, teaching strategies, classroom management, recruitment, retention, assessment and technological resources. The Learning Activities Guides are organized by subject area and benchmark and include the Reading Learning Activities Guide, the Language Learning Activities Guide, the Mathematics Learning Activities Guide and the Workforce Readiness Learning Activities Guide. Learning activities are arranged numerically by benchmark. Since a single learning activity can address several benchmarks, the activities are filed by the lowest applicable benchmark.

We know this Resource Guide Project is chock full of good ideas for teachers and adult learners. We hope you find the information accessible and useful. As always, please let us know what you think. Call Lynn Cunill at (850) 922-5343, ext. 242 or email her at cunill@ACE-Leon.org.

Answers to Frequently Asked Questions

Education has undergone some major changes in the last few years. Terminology has changed; documentation procedures have changed; funding protocols have changed. The new Curriculum Frameworks and this Resource Guide are results of some of those changes. The people who have worked on these documents are active teachers and administrators of Adult Education and they have heard your questions. Look here for answers and if you still have questions about any facet of Adult Education, keep asking until you get an answer. Let us know about your question and the answer you got and we'll include it in the next Resource Guide or on the ABE listserv or webpage.

What is adult basic education (ABE)?

ABE is a noncredit course designed to develop literacy skills necessary for successful employment and citizenship. Adult basic education prepares students to enroll in GED preparation courses. Students enrolled in ABE are performing at or below the eighth grade level. The content areas included are math, reading, language and workforce readiness.

What are the different levels in adult basic education?

There are four levels in the math, reading and language content areas. There is only one level of Workforce Readiness.

Level	Grade equivalency
Basic	0.0-1.9
Beginning	2.0-3.9
Intermediate	4.0-5.9
Functional	6.0-8.9

What is the comprehensive ABE course?

The comprehensive ABE course is designed to allow students to work in more than one academic area and only be enrolled in one course instead of multiple single ABE courses.

What are LCPs?

Literacy Completion Points (LCP) are the points at which a student has mastered the standards for a specific level of the adult basic education course. There are four literacy levels in each academic course (math, reading and language). Each level is assigned a literacy completion point. For example, a student enrolled in the comprehensive ABE course and working in the basic (0.0-1.9) level of math would earn LCP A when all standards at that level have been mastered.

What is important about the Literacy Completion Point?

The Literacy Completion Point (LCP) is the measure by which programs will receive funding in the state of Florida. Documentation of LCPs is, therefore, crucial. LCPs were developed by the state taskforces once performance based funding was adopted by the legislature. Before the concept of LCPs, performance based funding in Adult Education could have been based on the number of GEDs earned. Such a funding base would have closed many programs in Florida and poorly served our many adults who learn and make progress, but do not attain a GED until after many years of hard work.

What is performance based funding?

Performance based education requires students to demonstrate their learning and achievement. In a performance based environment there are curriculum frameworks with standards and benchmarks to measure student success and provide program accountability. The emphasis in a performance-based program is the student and that student's success. The focus is on meeting content standards and learner outcomes rather than seat time. The Florida Legislature implemented performance based funding for adult education programs to measure the results of dollars spent on education and to hold educators responsible for the use of these dollars.

Can LCPs (Literacy Completion Points) be earned in the comprehensive course without the student completing all the standards in the frameworks?

Yes. The individual LCPs still apply to the comprehensive course. A student may complete a single LCP in any academic area by completing the standards for that LCP and move to the next level while still enrolled in the comprehensive course. The education provider will receive funding for each LCP as it is earned in the comprehensive course.

How does a student earn an LCP?

A student earns an LCP when he/she has mastered 100% of the standards at a particular literacy level in math, reading, language or the workplace readiness course. A student may also earn an LCP by improving his/her score on a state approved standardized test indicating progression to another literacy level. Progress through levels may be measured by an approved standardized test or by documentation of proficiency in each standard. A student does not have to master 100% of the benchmarks to demonstrate proficiency in a standard but must demonstrate proficiency in 100% of the standards to earn a literacy completion point. The checklist may be used as documentation of the completion of an LCP. The student must complete each standard in a literacy level before an LCP is awarded. Documentation of the completion of the literacy point must be maintained. It is recommended that the documentation be attached to the checklist or kept in a file, which would be accessible to an auditor.

Can students still enroll in the individual academic areas?

Yes. The individual math, reading and language course numbers are still available.

What are curriculum frameworks?

The Florida Department of Education Adult Basic Education Curriculum Frameworks is the structure for what students are expected to learn in this course. Frameworks are the minimum performance standards developed by adult education practitioners and adopted by the State to improve instruction and accountability procedures by focusing on outcomes as measures of performance. The frameworks assist with consistency and quality in programs across the state.

Why are the frameworks important to the teacher?

The frameworks are the basis for the ABE course. This is the content a teacher should be teaching to his/her students.

What is included in the frameworks?

The frameworks include standards and benchmarks as outcome measures of students learning. A **standard** is a general expectation of knowledge and skills development. A **benchmark** is knowledge or skills achieved at a specific level including the individual skills the student will achieve. A benchmark answers the question: What do we want the student to know? The performance standards and benchmarks have been developed to facilitate documentation of learning gains. It is not required that students progress through the standards sequentially. The instructor may present topic-centered lessons which integrate benchmarks from several performance standards.

How do checklists work with the frameworks and the LCPs?

Checklists are based on the ABE Curriculum Frameworks for each level or literacy completion point and follow the standards and benchmarks format. The checklists may be used to work with students so the student knows what skills he/she will be working on and so the student may see the achievement in smaller segments. Checklists may also be used as an audit document for student progression from one literacy completion point to another.

How does a student qualify for an ABE class?

A student must score at 8.9 or below on a state approved standardized assessment test.

Can a student be enrolled in only the workplace readiness course?

Yes. The Workplace Readiness Skills ABE Frameworks provides the instructor with intended outcomes designed to improve the employability of basic education students. No assessment is required for placement in the workplace readiness class. It is recommended that a student enroll in the workplace readiness course as a part of the adult basic education program while taking other content areas to improve basic skills. Documentation of completion of the standards indicates achievement of the literacy completion point.

Can a student with a TABE score of 9.2 in math and 3.0 in reading and 3.4 in language be enrolled in the comprehensive ABE course?

The recommendation would be for the student to enroll in the ABE comprehensive class and the GED Math course.

If a new ABE student scores a 1.9 in reading on the TABE, does that student have an initial functioning level of “B” or “F”?

That student would have an initial placement level of “B” (0.0-1.9).

If a student is placed with an initial functioning level of “F” (2.0-3.9) after a TABE test, do we award LCP A?

No, you may not award an LCP unless instruction has been provided to a student.

If a new student comes in with TABE scores of 8.9 in reading and 10.0 in both math and language, is the student registered in ABE or GED?

The student will be registered in ABE for reading (8.9) and GED for math (10.0) and language (10.0) The student may be enrolled in the comprehensive course.

What is a technical assistance paper?

A technical assistance paper (TAP) is a document to assist administrators and teachers in more effectively implementing Adult Basic Education (ABE) and Workplace Readiness skills. The following areas are addressed:

- Courses for ABE students, related definitions and course progression
- Student eligibility, assessment and accountability
- Student services including initial intake, orientation, retention and follow-up
- Classroom instruction - curriculum frameworks and alternative assessments
- Staff development
- Suggested materials and resources for implementing ABE and workforce Readiness Skills

Where can I get resources and information to help me with ideas for teaching ABE?

A Resource Guide has been developed to assist adult education practitioners in Florida. Included in the resources are lesson ideas and activities, the curriculum frameworks and checklists, Internet resources, the ABE technical assistance paper, professional resources and recruitment and retention tips. Also available is a WebPage that will be updated on a regular basis. The WebPage includes an opportunity for instructors to share lesson ideas and resources with other practitioners. The WebPage address is [ABE Florida.org](http://ABEFlorida.org). A listserv is operational which allows practitioners to post questions and comments for input from other practitioners around the state. To enroll in the listserv, send a message to ABE-request@ACE-Leon.org. The message should only contain the word: **SUBSCRIBE**. The system will respond with an email message indicating the success or failure of your attempt.

How Do I Find Learning Activities? Can I Look For Learning Activities to Meet a Particular Standard?

The Learning Activities are arranged according to subject area in four separate books. Within each book, Learning Activities are arranged numerically by Benchmark. At the beginning of each subject area are lesson plans that apply to all levels. Learning Activities are also indexed by Benchmark so that teachers may look up a particular benchmark and see what learning activities the Resource Guide Project has to offer.