



COABE Summary

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First and foremost thank you to my Executive Director, Kim Olson, for the opportunity to attend this educational and informative conference. Being in adult education going on three years, (I know, nothing compared to the veterans in our state) it was my pleasure to represent South Dakota at this conference. It is so very important to remember that we are not alone. Our programs are doing a tremendous and often, ground breaking, job at serving the adults in our communities. It appears that teachers and administrators are in the adult education field a couple of years or a life-time. We need to continue to bring excellent individuals into this life changing field and cultivate and encourage the ones that are already in the field.

Below is a brief summary of the sessions I attended at the COABE/ProLiteracy Conference in Chicago, IL. The sessions are in order beginning with most educational and interesting. Feel free to contact me and/or the session presenters along with checking out additional workshops and notes @ <http://coabe.org/index.cfm?fuseaction=proDev>

The Most Often Missed Questions on the GED Tests of Mathematics and Language Arts, Writing

Bill Walker bill_walker@mcgraw-hill.com

Very useful, informative, well presented and would be an excellent presenter for our Summer Institute! Bill only outlined the topics/types of questions missed but backed it up with many statistical slides and examples. Then, he a couple short activities that we could easily adapt to whatever we are teaching to help are students learn additional skills and strategies to pass and/or obtain higher scores on the GED. A lot of information was presented in an hour and I think, everyone would have easily sat for another hour.

Conference Closing Keynote: Byron Pitts, Step Out of Nothing

CBS News Chief National Correspondent & Contributing Correspondent *60 Minutes*
WOW! So motivational and inspiring I even purchased his book and had him autograph it after he spoke. I told Kim to find out if his speech was recorded so we could have it as a

quarterly “pep-talk” and reminder of what we do and why do it! Helping adults improve themselves is a noble call. Excellent way to end the conference!

Plenary Session: The GED Initiative: Plans for the GED Credential to Meet Changing National Needs for College and Career-ready Adults

Christopher “CT” Turner

<http://www.GEDtest.org/coabe> The entire PowerPoint can be viewed at this website. This session was very informative about why the GED Fifth Addition is not coming out in 2012. The GED Testing Service has been busy asking itself some “tough questions”. Is a GED credential even needed? What are the deficiency gaps in what individuals are required to know for the GED and what he/she needs to know for post-secondary and career-readiness? GED Testing Services came away from their discussion with a very “wide and deep” vision in mind. View the PowerPoint for some wonderful statistics on the GED and the people that are actually taking the test(s).

Outreach Through Community Literacy Labs

Travis DiNicola & Angie Garcia tdinicola@indyreads.org

www.IndyReads.org is an organization in Central Indiana providing free basic adult literacy tutoring to adults who read at or below the sixth grade level. Utilizing trained volunteers they work with adult students, helping them to become self-sufficient. Through community based Literacy Labs, volunteers give immediate, tactile assistance to individuals through a “drop-in” program.

Working Health Literacy into Adult Literacy Instruction

Margarete Cook & Marsha Connet margarete@wisconsinliteracy.org

Reading level disconnect: “20% of American adults read at or below the 5th grade level while most health care materials are written above the 10th grade level” What does “take twice daily” mean to you on a prescription bottle? Health literacy is a complicated problem incorporating doctors, nurses, patients, pharmacists to the drug manufacturers. We have the opportunity to incorporate small changes and/or additions in the content we already teach. Couple references I haven’t checked out yet: www.wisconsinliteracy.org, complete curriculum @ www.floridaliteracy.org/literacy_resources_teacher_tutor_health_literacy.html, and www.learntobehealthy.org

Don’t Tell Me How to Study; Teach Me How

Robyn A Rennick drills@talstar.com

The Hardman Technique for teaching content, this session focused on the three levels of learning/language. Modeling is showing students AND then the students *imitate* what we have showed them before working on their own. The session showed how to incorporate Visual, Auditory, Auditory Motor, Kinesthetic and Tactile activities regardless of the lesson.

Marketing Along the Mississippi Delta

Blanche Hunt & Beth Thompson bsanders@smail.anc.edu

This session focused mainly on the collaboration needed in literacy and adult education. Between early literacy, AEL & GED programs, and college programs we need business

people to buy into the “product” of a literate, functioning individual to break the cycle of poverty. “Selling” this “product” to religious organizations, public school, literacy councils, higher education entities and civic clubs will increase awareness. Don’t be afraid to ask for what you want/need. Business people are not the touchy, feely mind readers that adult educators often are. This session also talked about Bridge Programs, SCOT Analysis, Rockefeller Foundation, and Barbara Bush Foundation.

Engaging Students in Strategic Reading in All Content Areas

Dawn Hanzel dawn.hanzel@uky.edu

Since we are a STAR trained state, this session reinforced and reiterated many of the techniques we already incorporate: direct, explicit instruction; predict, question, & infer; anticipation guides; modeling a think-a-loud. Some tools I did take away were bookmarks for comprehension strategies as well as principles for reading math textbooks, a couple picture pages that would make great posters for “How to Avoid Getting Stuck” when reading, and using the author George Ella Lyon for poetry that adult students might enjoy and identify with.

Overview of a Model ABE Classroom

Joyce Winters joyce_winters@owens.edu

Again, this session helped reinforce that what we are doing at Cornerstones, and hopefully around the state, is working and the way many states are headed. We have used managed enrollment for at least three years. States like Ohio, Kentucky, and Tennessee are just now moving to managed enrollment. This session showed a flowchart that does, essentially, what we at Cornerstones already do: orientation that includes diagnostic tests, learning styles, and goal setting; planning instruction along with individual learning plans; monitoring student performance and then repeating the process if the student has not reached his/her primary or secondary goal(s). One tool I took away and will incorporate is a daily or weekly log that the student completes with a journal entry about what he/she covered and understands.

Preparing for the Algebra Portion of the Accuplacer

Pam Meader Mdr151@aol.com

When I walked in I realized that Pam had been a presenter at Summer Institute this last year and I was told, the year before that also. I had attended Pam’s math session at Summer Institute so when she said she was going to show the algebra tiles and some activities using them, it was more a refresher than new information. I think obtaining Pam’s hands-on book would be an asset to teaching the higher level math that is often ignored in place of fractions, decimal, and percents.

Go Green! What’s It All About?

Rebecca Metternich RS-Metternich@wiu.edu

Going Green Guide Book is a comprehensive and free reference for job seekers, students, teachers, guidance counselors, and anyone interested in “green industry”

www.edf.org/documents/8490_Green%20Jobs%20Guidebook%20FINAL.pdf

We were also given a CD of the presentation and a couple activities but haven’t looked at that yet.