

Training Description Archive 2004-2011

A

A Framework for Understanding Poverty Training

This seminar, based on the book *A Framework for Understanding Poverty* by Ruby K. Payne, Ph.D., provides an in-depth study of information and issues that will increase the participants' knowledge and understanding of the poverty culture.

Topics include: how economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, and the eight resources that make a difference in success. Related discussions also include case studies, support systems, the role of language registers, discourse patterns, story structure, and the relationship between eye movement and learning.

Attendees will receive the book *A Framework for Understanding Poverty*.

The audience is educators with adaptation and application for community, social service and faith community staffs.

Trainer: Beverly Ray of Monument, Colorado has been a teacher, special education supervisor, executive director of instruction and a principal at the elementary, middle and high school levels. She has been an adjunct professor at the graduate level in the areas of leadership, special education, and curriculum. Bev is a consultant in the area of curriculum and instruction, and special education and has extensive experience with teacher training from elementary to high school. During her school principal positions and central office positions, she implemented the foundations of the *A Framework for Understanding Poverty*, *Learning Structures*, and the procedures of *Meeting Standards and Raising Test Scores*.

ABE/GED Teacher Share: Using Websites in the Classroom

During these sessions, Adult Basic Education/GED teachers will explore websites to enhance instruction for their adult learners. Teachers will have an opportunity to brainstorm and develop lessons as well as share promising practices and network with each other.

Adapting Services to be Culturally & Linguistically Responsive

"Effective systems of care respect and make every effort to understand and be responsive to cultural differences, recognize the unique cultural background of each individual and address proactively the disparities in access, appropriate and relevant services and equitable outcomes." This workshop will focus on the importance of "getting" the most information by asking the right questions with the right methods, and effectively translating the information into service design, and implementation.

Aspects of cultural formulation to include assessing a patient's cultural identity and understanding how culture affects the explanation of the individual's illness, support system, and the clinician-patient relationships as well as understanding how culture affects the assessment and diagnosis of culturally and linguistically diverse individuals will be explored.

ALECC Module 1: Pre-Service or Early-In-Service Institute

This workshop provides a comprehensive introduction to key concepts, research, policies, resources, and evidence-based practices in the field of adult literacy education today. Topics include: Knowing Yourself as a Learner – Knowing Your Students as Learners, The Reflective Teacher, Adult Learning Theories, Standards & Frameworks, Science-Based Research and Evidence-Based Practice in Adult Education.

Audience: New adult literacy ESOL and ABE/GED teachers as of July 1, 2008. More experienced teachers and instructional leaders are welcome to participate as space permits.

Facilitators: Carol Belec, Monroe #1 BOCES and Carol Gaelens, Finger Lakes RAEN

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and

practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

ALECC Module 2: Digital Literacy, Accessing Resources Online

Digital Literacy – Accessing Resources Online (3 Hours)

Participants will gain hands-on experience using the internet to supplement their own learning and professional development. This workshop will focus on introducing participants to the most important websites, listservs, resources, policy documents, and professional development offerings that support adult education and literacy programs.

Audience: Adult literacy teachers and instructional leaders who completed Module1 training.

Facilitator: Carol Gaelens, Finger Lakes RAEN

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality

ALECC Module 3: Valuing Diversity & Appreciating Difference

Valuing Diversity & Appreciating Difference (3 Hours)

This workshop will explore the issues of diversity and difference in the adult education classroom. Through the use of proven models and techniques, participants will improve their ability to manage and benefit from the multidimensional differences that our adult learners bring to the classroom.

Audience: Adult literacy teachers and instructional leaders who completed Module1 training.

Facilitators: Carol Belec, Monroe #1 BOCES and Carol Gaelens, Finger Lakes RAEN

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

ALECC Module 5: Teaching English to Adult Speakers of Other Languages

In this workshop, participants will develop an awareness of the importance of communicative language teaching (CLT) and the use of contextualized language in ESL instruction. Participants will also learn the place of vocabulary development and the use of Strategies Based Instruction (SBI) for successful acquisition of a second language.

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

Facilitators: Dr. Meg Gillio, Finger Lakes Community College and Carol Gaelens, Finger Lakes RAEN

ALECC Module 4: The Art & Science of Teaching Reading to Adults

In this workshop, participants will develop an awareness of the importance of the five major components of reading instruction as well as the importance of vocabulary and learner knowledge to the mastery of reading.

Audience: New adult literacy ESOL and ABE/GED teachers as of July 1, 2008. More experienced teachers and instructional leaders are welcome to participate as space permits.

Facilitators: Carol Belec, Monroe #1 BOCES and Carol Gaelens, Finger Lakes RAEN

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

ALECC Module 6: Teaching Numeracy and Quantitative Literacy to Adults (3Hours)

In this workshop, participants will become aware of the relevant core concepts and standards in the field of teaching numeracy to adults. The workshop will focus on the importance of problem solving abilities in mastering practical math skills for adults.

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

Facilitators: Carol Gaelens, Finger Lakes RAEN

ALECC Module 7: Indicators of Program Quality

In this workshop, participants will understand the importance of adult education in the Regents P-16 Action Plan and will identify the qualities that make a good adult education and literacy program. The workshop will focus on program assessment instruments that have been benchmarked with NYSED's Indicators of Program Quality (IPQs). Participants will develop their own personal professional development plans for the coming year.

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

Facilitators: Carol Gaelens, Finger Lakes RAEN

ASISTS Data Entry Training

This training session provides an in-depth, step-by-step introduction to the ASISTS (Adult Student Information System and Technical Support) software and data entry process. The agenda includes navigating ASISTS data entry screens; inputting student, class, and instructor information; updating outcomes, tests, and contact hours, and running management and funding reports.

Audience: All staff that inputs and retrieves data in ASISTS should attend this training in order to receive a username and password for the system.

ASISTS Training Session for Program Managers

This training will contain a review of assessment and exiting/surveying policies, as well as a look at new reports in ASISTS, and an opportunity for each agency to develop individual data management plans for FY2010. It will be a 4 hour training followed by a Q & A session.

Presenters: Rosemary Matt, NRS Liaison for NYS and Kate Tornese, ASISTS Customer Service and Training Coordinator

All Program Managers should attend this training. Data Managers are also invited

ADA: Laws and Legal Implications, Part I

This interactive session is designed to familiarize participants with present legal issues related to learning disabilities and the rights and responsibilities of both the literacy program and the learner. This workshop is appropriate for administrators and teachers who are involved in student orientation or intake and assessment.

ADA: Laws and Legal Implications, Part II

This interactive session is designed to further discuss the responsibilities and the rights of both the literacy program and the learner in regard to present legal issues related to learning disabilities. Policy Statements 1-5 from the Learning Disabilities Symposium will be used by participants as working documents. Participants should be familiar with ADA, IDEA, and Rehabilitation Act- Section 504. This workshop is appropriate for administrators and teachers who are involved in student orientation or intake and assessment.

Adult Education Resource Guide Training (Blue Box)

Description: The AERG is designed to raise the standards of adult education, and link learner's goals to accomplishment in the world of work and in personal challenges. Standards of content and performance are linked to seven major achievement areas. The guidelines of the AERG will enrich your teaching, enhance the learning of your students, and provide you with a blueprint for your curriculum. Participants will receive a box of excellent educational resources.

ALECC Module 1: Pre-Service or Early-In-Service Institute

This workshop provides a comprehensive introduction to key concepts, research, policies, resources, and evidence-based practices in the field of adult literacy education today. Topics include: Knowing Yourself as a Learner – Knowing Your Students as Learners, The Reflective Teacher, Adult Learning Theories, Standards & Frameworks, Science-Based Research and Evidence-Based Practice in Adult Education.

Audience: New adult literacy ESOL and ABE/GED teachers as of July 1, 2008. More experienced teachers and instructional leaders are welcome to participate as space permits.

Facilitator: Carol Belec, Monroe #1 BOCES

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

ALECC Modules 2 & 3 Training

Digital Literacy – Accessing Resources Online (3 Hours)

Participants will gain hands-on experience using the internet to supplement their own learning and professional development. This workshop will focus on introducing participants to the most important websites, listservs, resources, policy documents, and professional development offerings that support adult education and literacy programs.

Valuing Diversity & Appreciating Difference (3 Hours)

This workshop will explore the issues of diversity and difference in the adult education classroom. Through the use of proven models and techniques, participants will improve their ability to manage and benefit from the multidimensional differences that our adult learners bring to the classroom.

Audience: Adult literacy teachers and instructional leaders who completed Module1 training.

Facilitators: Carol Belec, Monroe #1 BOCES and Carol Gaelens, Finger Lakes RAEN

The Adult Literacy Education Core Curriculum (ALECC) is a 7-module, 24-hour core knowledge curriculum for adult educators and practitioners new to New York State-funded adult education programs. It was developed under the auspices of the NY State Department of Education to provide foundational training for individuals new to the field of adult literacy teaching and learning. The workshops explore science-based research, key theories, and best practices. The goals of this core knowledge curriculum are to build a sustained and systematic statewide process that will establish a statewide learning community.

Each of the seven skill-building sessions focuses on key components of adult education helping educators gain the necessary knowledge and skills they need in the classroom. The sessions are: Introduction to Adult Literacy Education, Digital Literacy, Valuing Diversity, Art and Science of Teaching Reading, Teaching English to Adult Speakers of Other Languages, Teaching Numeracy and Quantitative Literacy, and Indicators of Program Quality.

ALIES Data Entry

Description: This newly formatted one-day training provides a comprehensive introduction to the ALIES data entry process. Highlights include: Navigation of ALIES data entry screens; upgrading ALIES and backing up data; inputting students; classes and instructors; and updating outcomes, tests and contact hours.

Audience: New programs that are just converting to ALIES, or experienced users who need a refresher.

ALIES Management Reports

Description: A hands-on exploration of the ALIES reports with a focus on using ALIES data for program management. Exciting new reports from ALIES Release 5.3 will be featured such as the ability to disaggregate NRS data for program improvement.

Highlights include: Data Management Reports for Student and Class Information, Ad-Hoc Reports, NRS Data Check Reports, Turnaround Document and Mailing Labels.

Audience: Experienced ALIES users .

ALIES: Interactive Report Reviews

This session provides programs in the Finger Lakes RAEN and the West RAEN with the opportunity to bring their data and work with ALIES staff to troubleshoot their NRS Reports. Members of the ALIES staff will be available to work one-on-one with your program's NRS data. This unique opportunity allows LAC staff to work directly with users of the ALIES system to improve the quality of the program's NRS data and to work through data issues. This is not a session for programs to do data entry. Experience has taught the LAC that programs who have worked closely with the ALIES staff have far less trouble during NRS reporting time and are able to use their data much more effectively.

It is recommended that both the data entry staff person and program manager attend this session. ALIES staff will be available for three 2 hour sessions from 10:00 a.m. to 4:30 p.m.: 10-noon, 12:30-2:30, and 2:30-4:30. Please come at the beginning of your assigned time slot, bring a backed-up version of your data, along with any printed-out data check reports or other documents that help illustrate your issues.

Register through the West RAEN by going to www.wnypdc.org. Click on Calendar. Click on the right arrow next to July. Click on August 8. Select appointment time. If necessary, you can reach Joyce Munn at 716-631-1236.

Audience: It is recommended that both the data entry staff person and program manager attend this session.

ALIES: Troubleshooting NRS Reports

Description: Learn how to apply ALIES data check reports to troubleshoot NRS data. Begin by walking through a step-by-step process for determining "why this student does not show up on my report." Then investigate the data and calculations behind NRS Tables 4 and 5 - the Outcome Tables. Finally, explore the program evaluation report, as well as the NRS disaggregate data interface.

Audience: Designed for ALIES users responsible for submitting NRS data. The ideal team for this training is the data entry person and the manager.

ALIES: Non-Users

Description: This training is for programs using software other than ALIES for the FY2005 NRS Data submission. It begins with a discussion of NRS policy and a review of the steps to import data into the NRS Tool. Then participants will use the non-ALIES data check reports to troubleshoot NRS data and determine "why a student is not appearing on the NRS Report". In addition, the ALIES data check reports that are applicable to non-ALIES users will be defined and applied. Finally the new NRS disaggregate data interface will be explored.

Audience: Designed for non- ALIES users responsible for submitting NRS data. This is only for programs using Xen Direct, Enroll or another data system approved by NYSED to submit the FY2005 data.

ASISTS Data Entry Training

This training session provides an in-depth, step-by-step introduction to the ASISTS (Adult Student Information System and Technical Support) software and data entry process. The agenda includes navigating ASISTS data entry screens; inputting student, class, and instructor information; updating outcomes, tests, and contact hours, and running management and funding reports.

Audience: All staff that inputs and retrieves data in ASISTS should attend this training in order to receive a username and password for the system.

An Introduction to Health Literacy

Elyse Barbell, Executive Director of the Literacy Assistance Center, will offer the workshop, "An Introduction to Health Literacy" for literacy providers and community agencies to learn about a key New York State Education Department priority: health literacy. The Objectives of the session will be to:

- Explore how RAENS, local literacy providers, and other health/social service organizations can play a pivotal role in developing and sustaining partnerships,
- Illustrate to health providers the important role literacy plays in health management,
- Identify strategic first steps for participants to take to begin bringing these partnerships together.

This training will consist of an introduction to health literacy, an overview of current health literacy research, an introduction to the Study Circle + program developed at the Harvard School of Public Health (HSPH), an overview of plain language and its uses and training in developing partnerships with health centers, and strategic planning to move this forward to next steps. This workshop is appropriate for staff of literacy agencies, hospital systems and clinics, workforce development/title 1 programs, prenatal clinics or WIC centers, local TANF centers, department of health, social service and child welfare and child care centers, family literacy providers, dental clinics, and anyone who works with 16 to 24 year olds. **This workshop is free. Lunch is on your own at the nearby campus Marketplace food court .**

B

Best Plus Certification Training

Become a certified BEST Plus administrator at this all-day training. Practice administering both the print and computer-based versions of the test, and familiarize yourself with the scoring rubric. Mellissa Woodhams, regional trainer certified by the Center for Applied Linguistics, will present this training.

There is a \$35.00 charge for the test administrator guide and practice CDs. Please make checks payable to WXXI. We must have either a Purchase Order or Check on or before the day of training.

This training is also appropriate for those who attended this training in the past but have had little experience in administering the test and need a review in order to remain certified.

Best Plus: The Big Picture

This workshop will provide an overview of the BEST Plus assessment tool. Discussion will include information on testing procedures, the types of skills measured and other frequently asked questions. This workshop is tailored for teachers and program coordinators interested in learning about the BEST Plus test but who will not be administering the test. **Attendees will not be certified as test administrators.**

Best Plus Score Norming

Designed for certified BEST Plus Test administrators, this workshop provides an opportunity to review the BEST Plus scoring rubric and to discuss BEST Plus scoring benchmarks. There will also be opportunities to practice scoring the test.

Best Plus Scoring Refresher Workshop

This session is designed to strengthen the scoring accuracy skills learned by trained test administrators in the initial training workshop. Participants will refresh their understanding of the scoring rubric and recalibrate their scoring in order to ensure reliable and accurate scores in Listening Comprehension, Language Complexity, and Communication. Through the use of the Scoring Refresher Videos, the Scoring Activity Video, and the Scoring Refresher Workbook, test administrators will determine their scoring accuracy.

Each participant and their administrator will receive a final Scoring Activity Feedback Sheet. On the Feedback Sheet, overall performance scores will be given for each of the three scoring rubric components. In each of these components, scores will fall into three categories of scoring accuracy: Recommended, Acceptable or Unacceptable. These Feedback Sheets will give program managers and staff the opportunity to remediate areas of scoring difficulty to ensure that only those who are able to score accurately participate in BEST Plus test administration.

Scoring Activity results will be sent to both the participants themselves and their agency's program manager. Program managers must ensure that test administrators with "unacceptable" results participate in remediation activities either in-house or through the RAEN. Participants will meet with the RAEN's BEST Plus trainer for the final remediation activity.

SED requires that trained and active BEST Plus test administrators participate in a RAEN sponsored/coordinated Refresher session approximately once a year. Only trained and active test administrators should attend. Program managers are welcome to attend.

Test administrators should review the Test Administrators Guide and bring it to this session. Test administrators who have completed this training within the past year should bring their Scoring Refresher Workbooks. Those attending this session for the first time will receive workbooks.

Building Better Writers

Both Adult Basic Education and GED level students continue to struggle with writing. In the classroom, teachers face tremendous challenges in helping students improve their writing skills. Many students have learned the five-paragraph essay structure; however, the essays they produce are inadequate (level 1) or marginal (level 2). At the heart of the issue is the inability of students to write effective sentences and paragraphs. This writing workshop has been designed to assist teachers in mastering strategies and techniques that they can use in the classroom to improve their students' ability to write. This session will focus on the writing craft itself and how students can learn to appropriately structure their sentences and their paragraphs. In this session, teachers will learn how to:

- Help students construct simple and compound sentences
- Assist students in identifying the elements that make sentences and paragraphs more effective
- Teach students to construct paragraphs using mathematical formulas that assist students in developing introductory, detail, and clincher sentences
- Incorporate the use of authentic materials when teaching writing in order to show the connection between this academic skill and its real-world application
- Utilize a variety of writing formats to more actively and effectively engage students in the writing process

This workshop is appropriate for teachers who work with students who function at the Adult Basic Education and the GED level. All materials are adaptable based on the level of instruction required to best meet the students' needs. Teachers will receive resource materials that can be used in the classroom.

C

Crossroads Cafe

Crossroads Café is a video-based program for teaching English as a second language (ESL). This series helps students build English language skills and better understand U.S. culture by depicting the lives of six characters who are typical of many ESL/ESOL learners. Included in this training are the requirements for NYSED approved programs to collect EPE for Crossroads Café delivery in a traditional, distance-learning, or combined setting.

D

Data Review Appointments and Program Discussion Appointments

Each EPE funded literacy program will meet with NRS Liaison, Rosemary Matt and SED Regional Representative, Kathleen Steinchén within a one-hour time frame.

During the first half hour, Rosemary will access your ASISTS account live. Together you will pull up your reports, and Rosemary will give you a brief overview of what she sees in your results. You should not bring any reports with you unless you have a specific

question or concern you wish to resolve.

During the second half hour, Kathleen will talk with you about specific features of your programs and answer questions you might have about your EPE/WIA awards.

Destination for Labor Market Entry: Session 3

The Finger Lakes Regional Adult Education Network is pleased to announce that a third Destination: Labor Market Entry workshop, conducted by Dr. Cal Crow, has been scheduled for June 29 at Keuka College. Workshop highlights will include--

- An introduction to Dependable Strengths
- Strategies to increase self-efficacy
- Ideas for linking academic subjects to career/employability skills
- Appreciate Inquiry as a vehicle for improving learning and motivation
- Communication skills to help students develop new identities and create successful futures

The workshop will feature case studies, scenarios, group work, and a variety of hands-on activities that can be used with students. This is a newly-developed workshop that includes topics not covered in previous sessions. Everyone attending will gain new ideas and strategies for working with students.

Denise Bissonnette

Rekindle the Flame: Renewing Purpose and Passion in Work

Inspired by her newest publication, [*The Wholehearted Journey: Bringing Qualities of Soul to Everyday Life and Work*](#), Denise Bissonnette offers yet another dynamic, inspiring and life altering experience! Designed to re-ignite the power, passion and purpose which originally drew people to their work, this keynote presentation intertwines poetry, parables, and practical applications to put *soul* back into the everyday realities of life on the job.

With warmth, humility and humor, Denise delivers ideas and insights from the world's great wisdom traditions in a way that is easy to understand, process and apply to the 21 st century workplace. It is said that the coal that has been an ember is easily kindled. This keynote provides the gentle but deliberate breath that can set the fire within the heart and spirit of the working person aglow.

E

EdVideo Online Training

EdVideo Online is a new broadband media resource offered by New York State Public Broadcasting stations over the web and made available for free to all New York State K-12, adult literacy and home school educators. With standards-based media in all core subject areas, teachers and students can access 2,800 full-length videos, 20,000 clips, 4,300 audio files, 25,000 images, and 5,000 print resources. In addition, 350+ PBS and NYS Public Broadcasting titles have been added to the collection. Many broadcast adult education series have been added by NYSED and NYS Public Broadcasting to be available on-demand including: ***GED Connection, Crossroads Café, On Common Ground, and Workplace Essential Skills***. Learn how to search the system, create listings of programs and clips, create classes, lesson plans and link media playlists, quizzes, and assignments to supplement your classroom instruction.

Also learn about other other online web service training offered for Career Achieve and how to sign-up more training..

Instructors for EdVideo Online trainings are WXXI staff from the WXXI Educational Outreach Center. (Marion French, Assistant Vice President, Education & Interactive Services or Andrew Wheeland, Director of Interactive Services.)

The instructor for GST BOCES training is Cynthia Lysczek, Education Specialist, WSKG Public Television & Radio.

Effective Interpretation of Psychological Assessments

This interactive session is designed to familiarize participants with the process of interpreting test results. Discussion covers tools used to diagnose learning disabilities, the different types of learning disabilities and their implications for students, and how to differentiate learning disabilities from other cognitive disorders.

ESOL Teacher Share: Using Websites in the Classroom

During these sessions, ESOL teachers will explore websites to enhance instruction. Teachers will have an opportunity to brainstorm and develop lessons as well as share promising practices and network with each other.

F

Fundamentals of Finance and Budgeting For Program Managers

This workshop is intended to assist Program Managers in learning about all funding streams available through NYSED and other sources, and to provide current information on eligibility and requirements that will help take full advantage of the limited dollars that are available. This full day session will explore various competitive and non-competitive SED funding sources available to Adult Education programs in New York State. Topics will include: eligibility for the various funding streams, what forms are used for reporting, amending and closing out various grants/contracts, and an SED led Question and Answer session on EPE topics. The integration, budgeting and internal oversight of program dollars, along with suggested steps for setting up budgets and developing relationships with your agency's business office and other fiscal agents, will be covered. This workshop is intended for program administrators and business/finance department staff associated with adult literacy agencies.

G

Graphic Literacy for All Levels of Learners

Adults are bombarded by graphics-based information. Whether reading the newspaper or searching online for information, more and more of the information adults need is provided through graphics and other visuals. Adult learners struggle with graphic literacy and it is reflected in their scores on GED Tests and other assessments that they take. Graphic literacy is one area in which all students can be actively engaged through both large and small group instruction.

This full-day session will focus on providing teachers with strategies and activities they can use to improve students' ability to interpret and derive meaning from graphics and visuals. Teachers will learn how to conduct graphic literacy based lessons that engage the entire classroom despite the varying educational functioning levels generally found in their classrooms. During this session, teachers will learn about

- Types of graphics and visuals with which students often struggle
- Strategies they can use to incorporate large and small group instruction to deliver graphics-rich content in a variety of subject areas
- Simple changes they can make in the classroom to address the needs of students with varying educational functioning levels
- Materials and activities to use in the classroom, including handouts of the PowerPoint presentation and a resource materials that include research-based strategies/activities for the classroom

GRASP Training

This GRASP (Giving Ready Adults a Study Program) training will renew your GRASP certification if you are a veteran GRASP teacher and will allow teachers new to GRASP to attain certification. Betty Decker, a NYSED certified trainer will discuss marketing,

assessment, delivery, record-keeping and forms, post testing, student folders and funding. She also will cover teacher responsibilities: assignments, student communication, materials, motivation and retention.

The morning session, designed for teachers new to distance learning and/or GRASP will use the GRASP manual to learn about the various facets of delivering this curriculum.

The afternoon session will be open to all. Both veteran GRASP teachers and those new to GRASP should attend this session to meet SED guidelines for GRASP re-certification. There will be ample time for sharing of materials and lessons and questions.

9:00 – 12:00 - For NEW teachers who are NEW to distance learning/GRASP

12:00 – 12:30 – Working lunch for all

12:00 – 2:30 - Designed for VETERAN teachers who want to RECERTIFY to teach GRASP. Be sure to bring your manuals as well as your own lessons and materials that you would like to share with the group.

Please note: Per NYSED policy, teachers must successfully complete this training at least every three years.

When you register, please indicate on the “Comment” line whether you will attend the all-day session (those teachers new to GRASP) or just the afternoon session (those teachers needing to be re-certified).

GED: Beyond the Basics

In today's world, 80% of the fastest growing jobs in the U. S. require some higher education after high school. GED students need these higher-level skills in order to be competitive in the job market. This one-day workshop, provided by E-Learning Connections, Inc., demonstrates how workplace materials can be used in the classroom in order to provide higher-level instruction and improve students' academic skills in the areas of writing, reading, and mathematics.

The materials in this session are appropriate for students at the pre-GED level. In fact, the focus is really on helping teachers see how the use of authentic materials and tasks can help students connect the academic skills they learn in the classroom to how those skills are used at home and in the workplace. It will build reading skills, mathematics problems that involve real-life and work scenarios, and writing activities that focus on building skills through the use of writing formats other than the essay.

GED Beyond the Basics takes a more contextualized approach to instruction, which has been proven to more actively engage students in learning and help improve students' motivation and persistence. As part of this workshop, teachers will receive 24 lesson plans (8 each in reading, writing, and mathematics) that include workplace documents (emails, memos, letters, brochures, etc) to take back to the classroom and use. The lesson plans include all handouts, activities, and worksheets that teachers will need to conduct the lessons, so they don't have to purchase materials.

GED Connection and Pre-GED Connection

PBS LiteracyLink's GED Connection is a stand-alone multimedia learning system that helps adult learners advance toward their GED and improve skills needed at the workplace. Combining video programs, print, and online computer technology, GED Connection helps learners develop strategies and practice for success on the GED exam and beyond. Used in the classroom or in a Distance Learning Model, the integrated multimedia components work together to make studying for the GED easy for a busy adult who needs to work at his or her own pace. Included in this training are the requirements for NYSED approved programs to collect EPE for GED Connection delivery.

GED Connection

PBS LiteracyLink's GED Connection is a stand-alone multimedia learning system that helps adult learners advance toward their GED and improve skills needed at the workplace. Combining video programs, print, and online computer technology, GED Connection helps learners develop strategies and practice for success on the GED exam and beyond. Used in the classroom or in a Distance Learning Model, the integrated multimedia components work together to make studying for the GED easy for a busy adult who needs to work at his or her own pace. Included in this training are the requirements for NYSED approved programs to collect EPE for GED Connection delivery.

GED Examiner Training

All Chief Examiners and Alternate Chief Examiners are required to attend a State sponsored staff development training, videocast from the GED Testing Office in Albany, at least once every year. The sessions are held several times a year at various locations. Proctors and Clerks are also invited to attend, but are not required to do so. Please note that this training session is for both new and returning GED Examiners.

All GED Examiner Staff are required to download and review the GED Test Administration Handbook from the GED website and bring the Handbook to Chief Examiner Training.

All attendees MUST download, review, and bring the GED Examiners Handbook which can be found at:
<http://www.aewd.nysed.gov/ged/documents/exammanual1-10.pdf>

For more information about GED Examiner Training: http://www.aewd.nysed.gov/ged/examiner_training.html

GED Update Videoconference

The NYSED GED Testing Office staff will provide a review of and answer questions on "most asked about" areas, such as age eligibility, correct use of attachments, and testing accommodations. Information will be shared on 2004 statewide and regional testing data and any new 2005 testing changes. In addition, adult literacy regional representatives will be on hand to answer questions on a variety of GED preparation program issues.

For more information about GED Testing:
<http://www.emsc.nysed.gov/workforce/ged/>

GED Math Calculator Workshop

This workshop is designed to introduce new instructional strategies and practice in the most often missed items on the GED Test. To pass the GED Math Test, you have to push some buttons, right? This workshop offers focused practice with the Casio®fx-260 Solar calculator on GED simulated questions. The main goal of the day is to raise our comfort level with the use of the GED specific calculator through demonstration, practice and actual problem solving.

Each participant will receive a Steck-Vaughn Mathematics Workbook and the Casio®fx-260 Solar calculator.

GED Mathematics Training Institute

The U.S. Dept. of Education GED Mathematics Training Institute was designed to the GEDTS analysis of the GED 2002 Series Mathematics Test. The GEDTS analysis identified the questions students were most likely to answer incorrectly, as well as the types of errors students were making. This training will provide sample test questions and strategies for those areas found to be problematic, including the thematic areas of: geometry, calculation, and graphs and tables. This training replicates that of the GED National Mathematics Institute conducted in August, 2006 in Washington, D.C. All participants will receive resource materials that include best-practices based on research, activities for classroom use, hand-outs, and online resources they can use with students. In addition, participants will receive a CD that includes all materials from the USDOE GED Mathematics Training Institute including lesson plans and a more extensive review of each thematic area. Bonnie Vondracek and Susan Pittman, E-Learning Connections, Inc. are the trainers.

Generating Reports Training

Beginning with a general overview of the tables and reports available on ASISTS, this session will provide data managers and other staff with the tools to manage their NRS data throughout the year.

Audience: Staff working with data entry and NRS reporting

Presenter: Kate Tornese, Literacy Assistance Center

H

I

Implementing Learning Disabilities Policy in Adult Education Programs

This workshop will give participants practical information on how to write and implement a policy for students with learning disabilities. A review of NYS Education Department guidelines for ADA, grievance procedure and screening will be provided. Step by step support will be provided to guide Adult Education staff in completing the written policy on Learning Disabilities due July 1, 2007.

The morning training session will be followed by facilitated discussion using policy guidelines from the Learning Disabilities Symposium 2006 and that morning's presentation.

Trainers: The Learning Disabilities Association

The audience for this workshop should be program managers, counselors, intake staff or staff who will have responsibility for implementing ADA regulations.

Increasing Employability and Resiliency Through Strengths-Based Learning

Major predictors of educational and workplace success include resiliency (the ability to rebound after a setback), identity (how we think about and describe ourselves), and decision-making (how we arrange and rearrange information). Many educators are using strengths-based, positive psychology strategies to enhance these predictors for their students.

Participants in this interactive workshop will learn how incorporating success predictors into their education programs can improve learning, raise achievement levels, increase motivation, and help students become more employable. Handouts will be provided. This workshop is **free** of cost. **Lunch will be provided.**

"Information Every ESOL Parent Needs to Know" - A Workshop for ESOL Teachers

This workshop will provide resources and information to adult ESOL teachers who are interested in helping adult ESOL students understand the basic procedures of the New York State K-12 system. The Bilingual Education and Technical Assistance Center will discuss K-12 assessments, learning standards, and show examples of an EIA exam at the fourth and eighth grade levels. BETAC will present some ideas for role playing scenarios with ESOL parents, and explain much of the paperwork they may see from the school district, including field trip permission slips and tardy/early release forms. Proper procedures for reporting an absence to the school, visiting the school during the day, setting up a student teacher conference and district required physical examinations will also be discussed.

Immigrant Workers' Rights Workshop

Participants will learn about training and employment benefits offered at One Stop Centers as well as through an overview of immigrant workers' rights specifics about wage rates and payment, benefits, and policies. The many programs and services offered by the Bureau of Immigrant Workers' Rights will be presented.

The Bureau of Immigrant Workers' Rights, is a Department of Labor initiative to address the growing needs of low-wage and immigrant workers in New York State. They are charged with partnering with community and faith based organizations, and to work with elected officials, advocacy groups, and other stakeholders to bridge cultural and language barriers faced by low-wage and immigrant workers.

Presenter: Giovanni Triviño, Immigrant Community Liaison, Bureau of Immigrant Workers' Rights, NYS Department of Labor

It's All About Transition: Taking Students to the Next Level

Across the country, the emphasis is shifting in adult education to providing students with instruction that views the GED Tests not as an endpoint, but rather a beginning. More than 65% of students who take the GED Tests do so because they want to pursue higher education and training. At the federal level, funding streams are opening up to programs that work to ensure that their students have the skills necessary to transition to postsecondary education with limited or no remediation required. The New York Department of Education is working with programs throughout the state to help them identify the skills needed to make sure students are college and career ready.

This past spring, the GED Testing Service announced that it would be changing its focus as development of a new edition of the GED Tests is undertaken - that focus centers on creating a new test that will measure not only whether students have the skills required at the secondary level, but also whether or not a student is college ready.

This workshop will focus on providing teachers with the information and resources they can use to begin preparing students for what comes after the GED Tests. During this session, teachers will learn about

- The Common Core State Standards for English Language Arts and Mathematics and how those standards will impact the next edition of the GED Tests and prepare students for higher education and training.
- Similarities and differences between the GED Test and common college placement tests, including the Accuplacer and Compass that are used in community colleges throughout New York
- How they can make simple changes in the classroom to help students build higher level critical thinking, reading, writing, and mathematics skills
- Materials and activities to use in the classroom, including handouts of the PowerPoint presentation and resource materials that include research-based strategies/activities for the classroom.

J

K

L

Learning Disabilities 101

This training, adapted from Bridges to Practice, provides a general overview of the nature of learning disabilities and how they impact students in the adult literacy classroom setting. Simulations are used to assist teachers and other staff in understanding their own teaching styles and how that impacts students' ability to learn successfully. (3 Hours).

Learning Disabilities Symposium

The New York State Education Department will hold a Symposium, *Learning Disabilities in Adult Education*, on April 6th 2006 in Chancellor's Hall, Education Building in Albany, New York. This Symposium supports the priority of quality adult literacy programs. Highlights of the Symposium include presentations by Dr. Laura Weisel, nationally recognized adult learning disability expert, as well as Bridges to Practice experts from the National Institute for Literacy. The presentations will lay the groundwork for participants to engage in a common discourse regarding learning disabilities. This Symposium is the first step in a statewide initiative to empower programs to develop local learning disability policies.

LD Symposium Agenda

9:30 - 9:40 Welcome Interim Deputy Commissioner, Jean Stevens

9:40 - 9:50 Goals of the Symposium Tom Orsini Team Leader:

- Provide a core knowledge to discuss implementing learning disability policies within adult literacy programs and external service providers.
- Reflect upon current practice to begin to strategies a plan to implement learning disability policy in programs.
- Sharpen focus to identify and meet the needs of our students by offering quality programs that reach NRS performance benchmarks.

9:50 - 10:50 An Overview on the Special Learning Needs of Adult Students, Dr. Laura Weisel

10:50 - 11:40 Key Legal Concepts in Serving Adults with Learning Disabilities, Jeff Fantine

11:40 - 12:00 Questions and Answers, Next Steps and Logistics for the Afternoon

12:00 - 1:00 Lunch on your own

1:00 - 1:30 Literacy New York, Inc.

- Report on the current initiatives and trainings provided to the literacy volunteer organizations to address and meet the needs of adults with learning disabilities.

1:30 - 2:00 Welfare to Work: Office of Temporary and Disability Assistance (ODTA)

- Overview of findings from WTW Learning Disabilities Pilot Projects (January 2005)

2:00 - 2:30 Vocational Rehabilitation: Vocational and Education Services for Individuals with Disabilities (VESID)

- Services available to address learning disability at the One-Stops

2:30 - 3:30 Break Out Groups: Rooms 5A, 5B, 311, 146

3:30 - 4:00 Report Out and Next Steps: Chancellor's Hall

M

Maximizing Your Brain's Potential

Our brains are amazing! We can maximize our potential by learning ten facts about the brain, the most complex instrument in the universe, along with motivation and retention strategies. In this interactive workshop, participants will learn how to apply these strategies to their everyday life and also in their classrooms. They can share this information with their students. It will make a difference.

Audience: Instructors, counselors and other staff providing support services for ABE, GED, and ESOL adult learners.

Presenter: Maxine McCormick has experience as a teacher in ABE, GED, and ESL and as a coordinator training new teachers and giving seminars on a variety of education topics. She is currently the Education Specialist for McGraw-Hill/Contemporary for New York, New York City and New Jersey.

Math Basics

Math Basics distance learning programs are lively motivational lessons present real-life math as adults use it at home and on the job. Instead of stressing “getting the right answer,” Math Basics offers strategies for looking at the whole problem, helping students improve their math reasoning and problem-solving skills. Math Basics helps build students’ confidence as they study basic operations, weight and measurement, decimals and percents, reading graphs and tables, rounding and estimating, and other essential math skills. “Math commercials” show people using math in their work. The instruction in Math Basics rigorously follows National Council of Teachers of Mathematics (NCTM) Standards. Learn how to use this program in your classroom in person or at a distance.

Mathematics – The Struggling Math Student

Mathematics is an essential skill for everyday life. At the ABE Levels 3 and 4, students should have already mastered basic number operations, simple geometric concepts, and have a general understanding of graphics, such as tables, charts, and graphs. However, many students still struggle in these areas because they have been unable to make the connection between the academic skills being taught and the use of those skills in everyday life. During this 5 hour session, teachers will participate in hands-on learning activities that they can use in the classroom with their students to make mathematics real for their students. Teachers who participate in this session will be able to:

- Identify and use a variety of manipulatives in the classroom that enable students to see abstract mathematical processes/concepts in concrete terms, including concepts in number operations and geometry
- Understand the importance of using authentic materials when teaching basic mathematical concepts and processes
- Help students learn how to interpret graphics in mathematical problems, including charts, tables, graphs (circle, bar, line)

All participants will receive resource materials that include best-practices based on research, activities for classroom use, hand outs that can be duplicated for student use, and online resources they can use for students to learn and practice new skills.

Mental Health First Aid

Mental Health First Aid is the initial response to a mental health crisis, or to the mild, moderate or severe symptoms of many common mental health disorders. This training will focus specifically on depression and anxiety disorders.

Mathematics - Tips of the Trade

Math is the universal language, yet it is often an abstract function to students that has no meaning in their real lives. Teachers will learn different strategies to teach the basics of math and how they can be applied to both the classroom and the real world. This workshop will provide teachers with different approaches that will enable them to teach students who have not learned the basics of multiplication, fractions, and percentages. During this workshop, teachers will participate in hands-on learning activities that they can use in the classroom with their students.

All participants will receive a resource guide that includes best-practices based on research, activities for classroom use, hand outs that can be duplicated for student use, and online resources they can use for students to learn and practice new skills. Bonnie Vondracek and Susan Pittman, E-Learning Connections, Inc. are the trainers.

Mathematics – The Struggling Math Student

Mathematics is an essential skill for everyday life. At the ABE Levels 3 and 4, students should have already mastered basic number operations, simple geometric concepts, and have a general understanding of graphics, such as tables, charts, and graphs. However, many students still struggle in these areas because they have been unable to make the connection between the academic skills being taught and the use of those skills in everyday life. During this 5 hour session, teachers will participate in hands-on learning activities that they can use in the classroom with their students to make mathematics real for their students. Teachers who participate in this session will be able to:

- Identify and use a variety of manipulatives in the classroom that enable students to see abstract mathematical processes/concepts in concrete terms, including concepts in number operations and geometry
- Understand the importance of using authentic materials when teaching basic mathematical concepts and processes
- Help students learn how to interpret graphics in mathematical problems, including charts, tables, graphs (circle, bar, line)

All participants will receive resource materials that include best-practices based on research, activities for classroom use, hand outs that can be duplicated for student use, and online resources they can use for students to learn and practice new skills.

N

National Reporting System (NRS) Foundations Training

This session will provide training about the basics of NRS reporting and the reasons why data collection is vital to the continuation of adult education programs in New York State; and, will include information about the history and importance of the NRS and its impact on funding; the NRS data flow and teacher responsibilities; the most recent federal and state policies; the development of Education and Employment Plans; and the goal setting process and outcome measures.

All staff working with NRS data collection, entry, and reporting who need this information should attend.

Trainer: Rosemary Matt, NYS NRS Liaison

National Reporting System Advanced Training

This training will provide updates on changes in the NRS standards and/ or reporting as well as strategies for using NRS data for program management, change, and improvement. Participants also will see how their data can become a catalyst for program improvement and will explore the ASISTS features for comparative analysis of program data vs. NYSED targets.

Audience: All staff working with data collection, entry and reporting

NRS Data for Program Improvement

National Reporting System (NRS) Data for Program Improvement

Come see how your data becomes a catalyst for program improvement at New York State's second workshop derived from the NRS Data national staff development initiative. While the first workshop provided foundational skills in Quality Data, this workshop concentrates on using NRS data for program management, change, and improvement. Core features include:

- using data for accountability, program promotion and program management
- the US Department of Education's data use model for program improvement
- NYSED policy and how it shapes program practice
- in-depth analysis of statewide targets vs. program data

Participants will receive a copy of the NYSED Adult Literacy Compliance Self-Review Form and will be shown the new ALIES features for comparative analysis of program data vs. NYSED targets. Therefore, we strongly recommended that at least one staff person of any WIA Title II funded program attend this session. As many of you know, NYSED has begun to place programs on corrective action. This training will take all programs a great deal of the way toward continuous program improvement.

Audience: Program managers and staff of WIA Title II funded programs who have a fundamental knowledge of NRS and data quality.

NRS Data Management for Teachers

This workshop is designed for program managers and all staff members who are involved with NRS data collection and reporting. Rosemary Matt will report and update participants on the results of this year's program reporting process. This will include information on NRS policy changes, federal and state, for the coming year, what both the state and feds have learned from implementing the NRS accountability system and what programs can do to improve data collection so that they better demonstrate their effectiveness.

NRS New Teachers' Training

This introductory session will focus on informing new adult education teachers and new staff members involved with NRS data collection and reporting about the National Reporting System, (NRS). It will include information about the history and importance of the NRS and its impact on funding, the NRS data flow and teacher responsibilities, the most recent federal and state policies, the development of Education and Employment Plans, the goal setting process and outcome measures. This workshop will demonstrate the importance between classroom teaching and NRS data and reporting.

NRS: Third Wave and Program Report Cards

This workshop is designed for program managers and all staff members who are involved with NRS data collection and reporting. Rosemary Matt will report and update participants on the "third wave" follow-up reporting process. Discussion of program report cards will include information on NRS policy changes, federal and state, for the coming year, what both the state and feds have learned from implementing the NRS accountability system and what programs can do to improve data collection so that they better demonstrate their effectiveness.

NYS Report Cards Training 2010

In this era of increased responsibility and accountability for adult education providers, the New York State NRS Report Card has become an important tool in measuring performance in adult education programs. All programs should have a working knowledge of the report card calculations. Our NRS Liaison for NYS, Rosemary Matt, will provide participants with a working knowledge of the report card calculations and NRS data collection and what programs can do to improve data collections so that they better demonstrate their effectiveness.

Participants additionally may register for a brief individual appointment with Rosemary to discuss their report cards. They should contact the RAEN office to arrange for a specific time in the afternoon.

Audience: Staff working with data collection, entry, management and reporting

Trainer: Rosemary Matt, NRS Liaison for NYS

NIC Satellite Broadcast: Transition from Prison to Community

Public safety is everyone's business. This year, 600,000 offenders will leave prison and return to our communities. Whether released offenders live as law-abiding citizens or return to criminal behavior is largely dependent on the preparations made for their release while in prison and their transition process from prison to the community.

Many jurisdictions have embraced the **National Institute of Corrections (NIC) Transition from Prison to Community (TPC) Model** to increase public safety, support a successful transition process, and utilize scarce taxpayer dollars more effectively. The TPC Model involves community organizations and partnering agencies in creating system change that holds offenders accountable and supports their success in the community.

This 3-hour satellite/Internet broadcast will focus on the TPC implementation experiences of two states - Missouri and Michigan . Panelists will discuss their experiences with and insights to implementing the model.

NYATEP Regional Meeting

By invitation only

This workshop is the second round of NYATEP facilitated workshops to continue to explore and develop WIA partnerships and other linkages that will increase and deliver adult literacy services across the state. WIA partners and literacy providers will discuss collaborations and issues of workforce and adult education.

Those who are in these local Workforce Investment Boards (WIBs) will be invited to attend on November 7: Monroe County, Ontario-Seneca-Wayne-Yates Counties, and Genesee-Livingston-Orleans-Wyoming Counties. Those who are in the Chemung-Schuyler-Steuben Counties will be invited to attend on November 8.

Next Round of Literacy Zone Funding Webinar

Adult Literacy programs and partners are invited to participate in a presentation on the '10 - '11 round of Literacy Zone funding.

Robert Purga, NYSED, will present, lead a discussion and respond to questions regarding the upcoming round of Literacy Zone funding. A RFP will be issued September '10 and funding of new programs will begin January 1, 2011.

There will be an encore presentation on Thursday, June 17th from 10:00-11:30. Both webinars will be recorded for your convenience.

Location: Register at Hudson Valley Catskill Partnership RAEN <http://www.hvcp.org/>

O

One-Stop Orientation Session

Employment and training have become increasingly important in measuring NRS outcomes. Learn how a RochesterWorks! Career Center helps job seekers find employment, move to higher paying jobs or get training to improve skills.

P

Program Managers' Round Table: Research-Based Strategies for Students in Poverty

Program Managers Round Table – February 8, 2011

At this session, program managers will discuss relevant program issues and initiatives in support of NYSED policies, specifically those related to the Quality Framework initiative. Updates from the Adult Education Workforce Development Department of NYSED will also be discussed.

Invited participants may also register another administrator to accompany or as a substitute if unable to attend.

Program Managers' Meeting

Program Managers Round Table – April 6, 2010

At this session, program managers will discuss relevant program issues and initiatives in support of NYSED policies, specifically those related to the Quality Framework initiative. Updates from the Adult Education Workforce Development Department of NYSED will also be discussed.

Invited participants may also register another administrator to accompany or as a substitute if unable to attend.

Program Managers' Meeting with NYSED

Don't miss the opportunity to catch the Third Wave of the NRS Updates for New York State. New updated information provided at the NRS Conference in Washington, D.C. in February will be shared. Learn which changes are effective immediately and those that will be implemented in FY06 and FY07.

Program staff will be given the opportunity to explore the impact these changes will have on their data collection and reporting. Tom Orsini, team leader AEWD, and Mark Haskins, NRS associate, will be available for questions and concerns.

Philosophy Fundamentals: Teaching Analytic Thinking

Western philosophy at a basic level, can help develop our abilities to think critically. In this workshop, learn ways to introduce philosophy in the classroom. Get some fresh ideas for encouraging students to think for themselves and clearly articulate their thoughts. Mixing history, current events and creativity, fundamental analytic philosophy can be used as a unique and valuable teaching tool.

Q

R

Researching and Grant Writing

Pursuing grants isn't about luck or chance-it's about presenting a well-planned program in a concise and convincing manner. This course is designed to demystify the grantwriting process for entry-and mid-level grantwriters, with special emphasis on the field of adult education. You will learn how to provide information about your organization or program, in ways that are meaningful to grantmakers. Course materials include templates that you can customize for use with your own grant applications.

Topics include:

- Researching and selecting grants
- Initiating contact with grantmakers prior to applying
- Preparing information commonly asked for in grant applications
- Creating and formatting budgets for grants
- Tracking and following up grant applications

RAEN Book Club

The idea behind having a book club is to give adult education teachers the opportunity to have intellectual, open discussion with their colleagues. We have decided to continue the Book Club into the school year! Our second book is "Love in the Driest Season" by Neely Tucker.

S

Skills Tutor Training

Skills Tutor, published by Houghton and Mifflin Learning Technology, is a multimedia web based software that has been piloted in distance learning for a three year period. It is now an approved curriculum for distance learning for ABE (reading level 4-8) and also can be used for GED Preparation programs when supplemented with GED Connection.

This training will provide participants with a general overview; a demonstration of activities, content, data analysis and assessments; and experience with additional elements of this software program.

To complete their certification for Skills Tutor, participants will attend a one-hour webinar at a later date that details program implementation as aligned with EPE and SED policies and regulations.

Trainer: Sara Ledewitz

Programs who have been awarded licenses are required to send staff to this training as arranged with their RAEN and NYSED regional representative.

SMART (Skills to Make Adults Ready To Succeed) Training

The SMART (Skills to Make Adults Ready to Succeed) curriculum has been redesigned to include the academic components of SMART Reading, SMART Math, SMART Writing and the nonacademic Life Skills Management component. Adult students that TABE test at a reading and math grade equivalent of 4 – 7 are eligible to use these materials. There is no cost to programs to use the SMART materials. SMART can be used in the classroom or as a distance learning program if your agency has been approved by NYSED.

The training will focus on using SMART as a distance learning service delivery program, and will include EPE documentation, best practices and practitioner tips for successful use. Trainees will leave with a full understanding of the scope and sequence of the program, and be ready to implement SMART as a distance learning tool for ABE students.

Leah Arnold is the Distance Learning Program Coordinator for Buffalo Public Schools, Adult Education Division. She spent 7 years in the classroom with adult learners and the last 8 in program management. Leah is well versed in several distance learning programs, and has been using SMART successfully for the last 5 years.

Come join us for a fun, informative training, and walk away with materials you can use TOMORROW. You won't be disappointed!

Safety & Security at Instructional Sites

Given all the attention paid to homeland security and the prevention of terrorism today, the chances of your becoming a victim of terrorism are probably less than your odds of winning the lottery. It's more likely that you might encounter an act of violence at work. You could be harmed by a disgruntled consumer, assaulted by a co-worker, injured while witnessing an act of domestic violence at your instructional site or be at the receiving end of domestic violence yourself. Unfortunately, the tragic event in our southern tier lays witness to this horrid reality.

Recognizing that you have the power to increase your awareness and understanding of potential safety and security situations at instructional sites and the steps you can take to better ensure your own safety and well-being, are at the heart of this program. We will examine how you can become more safety-savvy.

Practical tips from safety and security experts on how to minimize one's exposure to security risks and how best to react if confronted with a hostile situation will be discussed. Participants will develop an emergency response plan to present to Program Administrators and key staff members when returning to their own program sites.

Presenter: Tanya Lipinski, Director, East RAEN

Study Circle on Research-Based Adult Reading Instruction

Questions about what research says about teaching adults how to read are particularly relevant as programs and teachers struggle with choosing the most effective ways to develop adults' reading skills. The Finger Lakes RAEN is sponsoring a study circle to engage ABE, ASE and ESOL practitioners in discussing theories and concepts related to reading instruction.

In this study circle, you will read short articles on reading research. You, together with 7 to 11 other practitioners, will meet three times to:

- Discuss the research on reading instructions for adults and what it means for reading instruction.
- Consider how you might apply the research in your own classroom or program.
- Make a plan for trying a new research-based strategy for improving reading instruction.

The study circle is organized into three sessions of 3.5 hours each. You will be asked to read four to five short articles before each session for discussion during the study circle. All readings will be provided by the facilitator of the study circle. We ask that you attend all three sessions.

Session One: Think about and share your own perspective on teaching reading, and discuss the research on reading with other participants.

Session Two: Look more in-depth at the reading research, who adult readers are, and how reading research can be applied to reading instruction.

Session Three: Identify how to assess adults' reading skills and what adult students should know about the reading process. Develop an action plan for using what you have learned in your own classroom or program, identify supports and barriers to change, and develop an action plan as a group.

Summer Reading Institute

Goals of the Workshop:

- To introduce the participants to the scientifically-based research in adult reading and the relationship between adult reading instruction and K - 12 instruction;
- To develop in the participants an awareness of the major components of reading instruction;
- To assist the participants to learn about their own knowledge of reading and reading instruction;
- To introduce the results of the Adult Reading Components Study (ARCS) and the adult reading profiles identified in the study;
- To match assessed student needs to appropriate instructional techniques
- To plan appropriate, individualized reading instruction for all adult students;
- To provide instructional guidance and directions for teaching reading;
- To increase teacher knowledge about reading and to provide resources for the future.

Looking for participant teachers who:

- Have lots of experience teaching reading
- Will understand the research about adult readers
- Will understand about all the components of reading
- Will use new assessment strategies as presented
- Will create dynamic learning environments in adult education classrooms
- Will serve as mentors/leaders as their regions develop training sessions and study circles

Description:

Adults who did not learn to read well as children need well-trained teachers and tutors. This workshop is designed to take the guesswork out of reading and to begin the process of changing the way we look at instruction for adult students. Three full days will be utilized to cover these important topics in adult reading:

- The latest scientifically-based research in reading
- What we mean when we say reading
- Using assessment to inform teaching
- The major components of reading
- Understanding readability and the importance of everyday reading materials in the classroom
- Adult classroom dynamics and reading instruction
- Resources available for classroom teachers that are free and available from the federal government.

Screening and Discussion of "Waging a Living"

The term "working poor" should be an oxymoron. If you work full-time, you should not be poor, but more than 30 million Americans -

one in four workers - are stuck in jobs that do not pay for the basics of a decent life. "Waging a Living" chronicles the day-to-day battles of four low-wage earners fighting to lift their families out of poverty. The screening will include a discussion with audience participation.

To register please contact Shelley Figueroa at (585) 258-0278 or sfigueroa@wxxi.org.

T

TABE (Tests of Adult Basic Education) for New Test Administrators

TABE is a Test of Adult Basic Education in reading, mathematics, and language at all levels. The test is designed to assess skills in the contexts that are most important to adults: life skills, work, and education. TABE provides both norm-referenced and competency-based information to help you evaluate your student's abilities and plan for individual education and training needs. Adult literacy programs funded by the State Education Department (SED) use TABE to place students in adult basic education (ABE) classes and to measure educational gain.

Highlights of this session include an overview of the test and scoring tables, effective test administration, SED policies for using the test, using TABE scores for placement, and a discussion of the relationship among TABE test scores, class placement, and outcome reporting.

Staffs who administer the TABE must successfully complete this training at least every three years.

Participants should bring one test booklet each from either Form 9 or 10 for Levels E, M, D, A and Level L if their program uses that level as well as a Locator test. A participant from each program attending should also bring a TABE norming book and test administrator's guide that they can share. Participants need to attend the entire training to qualify for certification.

TABE (Tests of Adult Basic Education) Refresher Training

Note: You must take TABE for New Administrators as a prerequisite. Refresher training does not certify administrators to administer the TABE test.

TABE (Test of Adult Basic Education) Refresher Training

The TABE is the main test used by adult literacy programs funded by the State Education Department to place students in adult basic education (ABE) classes and to measure educational gain. Highlights include a test and scoring tables overview, effective test administration, using TABE scores for placement and post testing, and a discussion of the relationship among TABE test scores, class placement, and outcome reporting.

TABE/NRS

This workshop was created to distill the most important information from *two* day long trainings and present that info in a more manageable amount of time. The trainer will cover the essentials of administering the Test of Adult Basic Education (TABE) in the morning portion of the workshop. This session is recommended for new TABE Test Administrators and experienced administrators who would like a refresher.

The afternoon portion of the day will be focused on informing adult education teachers about the National Reporting System, (NRS). There will be discussion of the usefulness of NRS as a tool for enhancing services for students, and further developing progressive classroom teaching. This workshop will demonstrate the importance between classroom teaching and NRS data and reporting.

Please feel free to attend the session that is most relevant to you or come for the whole day! When registering online, please indicate whether you intend to participate for a full day or half day in the comment box on the electronic registration form. This workshop is free. Lunch will be provided for those participants who are attending the entire day.

The Redesigned Naturalization Test

US Citizenship and Immigration Services (USCIS) has recently redesigned the naturalization test. The revised test, with an emphasis on the fundamental concepts of American democracy and the rights and responsibilities of citizenship, will help encourage citizenship applicants to learn and identify with the basic values we all share as Americans.

In this training, participants will learn how best to prepare their students for the Test. Study materials prepared by USCIS will be reviewed and suggestions for curricula design will be shared. This session is appropriate for educators and practitioners who work with candidates for citizenship.

NOTE: Everyone MUST register for any training INDIVIDUALLY and provide a valid email address. If you do not have access to the internet then individuals MUST register by calling TBA at 585-258-0290.

Teachers' Day

The Finger Lakes RAEN's Teachers' Day 2009 will feature workshops for teachers of both English for Speakers of Other Languages (ESOL) and Adult Basic Education (ABE) that will provide in-depth professional development experiences with experts in their fields. Susan McShane, National Institute for Literacy, and Dr. Margo DelliCarpini, Lehman College, The City University of New York, will provide information about research, best practices, and hands-on activities to participants.

Teachers' Day - ESOL
Saturday, April 10, 2010
9:00 a.m. to 3:00 p.m.

The Finger Lakes RAEN's Teachers' Day 2010 will feature two all-day workshops in order to provide in-depth professional development experiences with experts in their fields. Dr. Margo DelliCarpini and Dr. Lynda Ginsberg will provide information about research, best practices, and hands-on activities to participants.

9:00 -9:30 a.m. Sign in/Continental Breakfast

9:30-11:50 a.m. Creating Project-based Learning Experiences in Adult ESL: Bringing the Community into the Classroom

12:00-1:00pm Lunch and Sharing

1:10-3:00pm Creating Project-based Learning Experiences in Adult ESL: Bringing the Community into the Classroom

Creating Project-based Learning Experiences in Adult ESL: Bringing the Community into the Classroom

Findings from research in Adult ESOL Education indicate that contextualized learning, where the community is brought into the classroom, increases both literacy development in terms of standardized assessments and literacy practices outside the classroom. Adult learners are in need of seeing the connections between their learning in the classroom and their lives outside the classroom.

One way to deliver this highly contextualized learning that has strong and relevant connections to learners' lives is through project-based learning. Project-based learning is an instructional approach that, in the context of Adult ESOL, focuses on the four skills (reading, writing, listening, and speaking) while engaging learners in real life problems, often ties to issues in their communities. This allows learners to develop and use English both inside and outside the classroom for authentic tasks, fosters collaborative practices, and helps the learners make strong and relevant connections to their communities in ways that fundamentally build citizenship skills and enhance out of school experiences.

Developing such opportunities for Adult ESOL classrooms and programs can provide the important motivation for students in general who are part of any community, and specifically, create opportunities where English is maintained, developed, and used in authentic ways both inside and outside the classroom. Moreover, because of the authentic nature of the projects developed, multi-level classrooms do not form the same challenge that might otherwise exist. In addition, these projects, based on student generated ideas about issues of social justice and community that are important to their lives, create a classroom where learners' lives form the basis for much learning, both inside and outside the classroom.

This workshop will provide an overview of project-based learning, provide examples of different projects that have been successfully implemented and how to develop such projects while integrating the four skills for Adult ESOL. Finally, workshop participants, **with ideas and materials from their own classrooms and communities**, will work in thematic groups to develop an outline for such a project in their own classrooms.

Margo DelliCarpini is an Assistant Professor of TESOL at Lehman College, The City University of New York, where she teaches courses leading to the M.S.E.D. in TESOL and continues her research in second language literacy development and TESOL teacher education. Prior to her position at Lehman College she was the TESOL Director of Field Experience and Clinical Practice at Stony Brook University.

Dr. DelliCarpini's ESL teaching experience includes having worked as an ESL teacher coordinator at the secondary level for Eastern Suffolk BOCES and as a family literacy program coordinator and EL/CIVICS program coordinator. In addition, Dr. DelliCarpini has worked as an Adult Literacy Educator, and has taught ESL writing and oral/aural development courses at the college level.

Her most recent publications include work on interdisciplinary teacher collaboration and alternative routes to TESOL teacher certification. She continues to research second language literacy development and teacher development.

Teachers' Day - ABE/GED
Saturday, April 10, 2010
9:00 a.m. to 3:00 p.m.

Cost if applicable: Registration fee - \$10.00
Last day to register is April 3.

The Finger Lakes RAEN's Teachers' Day 2010 will feature two all-day workshops in order to provide in-depth professional development experiences with experts in their fields. Dr. Margo DelliCarpini and Dr. Lynda Ginsberg will provide information about research and best practices as well as hands-on activities to participants.

9:00 -9:30 a.m. Sign in/Continental Breakfast

9:30-11:50 a.m. The Components of Numeracy: Tools for Engaging Learners in Meaningful Math

12:00 -1:00p.m. Lunch

1:10-3:00 p.m. The Components of Numeracy: Tools for Engaging Learners in Meaningful Math

The Components of Numeracy: Tools for Engaging Learners in Meaningful Math

This hands-on workshop, as offered by the National Institute for Literacy/World Education, explores ways to add context to the math content already being taught and to help learners develop reasoning and problem solving skills. Teachers learn to enhance instructional activities to meet learners' needs and explore strategies to increase their ability to apply the math content in a variety of real-life contexts.

Lynda Ginsberg is currently a Senior Research Associate in the Center for Mathematics, Science and Computer Education at Rutgers University. Her own research projects focus on adult acquisition of mathematics knowledge and parent-child work on mathematics homework. Lynda holds a Ph.D. from the University of Wisconsin, Milwaukee in mathematics education and has taught mathematics at the high school and community college levels.

Teachers' Day at GST BOCES

Friday, October 19, 2007
9:00 a.m. to 3:00 p.m.

9:00 -9:30 a.m. Sign in/Continental Breakfast

9:30-11:50 a.m. Research-Based Strategies for Adult Reading Instruction

Susan McShane will provide the keynote address for ABE/GED adult educators. Her presentation, "Research-Based Strategies for Adult Reading Instruction", will offer a brief overview of the research, focusing on common reading problems that may explain why many adult learners struggle with their class work and make little progress over time.

This training offers a brief overview of the research, focusing on common reading problems that may explain why many adult learners struggle with their class work and make little progress over time. Research suggests that one source of difficulty may be a deficit that isn't reflected in a TABE or CASAS test score. This workshop introduces the components of reading that may contribute to a (perhaps unrecognized) reading problem: alphabetic skills, fluency, vocabulary, and comprehension. It also includes a brief introduction to the common reader profiles identified by research and highlights the diagnostic assessments needed to develop individual profiles. Finally, participants learn and practice a sampling of research-based instructional strategies for addressing adults' needs in the reading-component areas.

Ms. McShane is a Reading Initiative Specialist at the National Center for Family Literacy. In her current position she authored a book for adult education instructors, *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. Ms. McShane has more than 20 years of experience in adult education and family literacy and is a national Bridges to Practice (learning disabilities) trainer.

12:00 -12:50 Lunch

1:00-3:00 p.m. Learning Strategies Workshops

Teaching Financial Literacy

There are several outstanding resources for teaching adults Financial Literacy. This training concentrates on the four which not only address the diverse literacy and experiential levels of our learners, but which compliment each other. We will begin the day with the "Money Smart Financial Education Curriculum for Adults". ♦♦The student materials are available in 6 languages, and the Instructor guide comes with a script, interactive class exercises, overheads, and take home guides for the students. We will also introduce you to Money Talk, a Financial Education Curriculum for Adult ESL students. The other 2 curricula include KET TV 411's Financial Literacy Kit, and the National Endowment for Financial Education's Financial Literacy curriculum. Topics in all including Banking Basics, Checking, Credit and Borrowing, Saving and Goal Setting, Safety and Security, and Home Ownership.

Sets of each program's materials will be available.

Audience: Adult Educators and Counselors

Facilitator: Ann Marie Przybyl, Director, WNY PDC (West RAEN)

The ESOL Learner: Is It LD or Something Else?

Many adult ESOL learners struggle in learning for relatively simple reasons that are not always addressed or even recognized by their teachers and programs. In this two-day training, given by Robin Lovrien Schwarz, participants will first learn more about six types of factors that cause adult ESOL learners to struggle.

Then, participants will be aided in designing projects to implement in the academic year. These projects will help teachers and programs make changes in practice that will address some of the causes for learner struggle and therefore will support better learner outcomes and engagement.

Robin Lovrien Schwarz, M. Sp. Ed: LD, is an ESOL teacher with 40 years experience and a Learning Disabilities specialist. During 20 years as a consultant in learning problems in native and non-native English speaking adults, Ms. Schwarz has provided professional development and training to programs all over the country and is a frequent presenter at state, national and international conferences. Recent projects in PD include work with the Hudson Valley Catskill Partnership, many technical colleges in Wisconsin, and a large ESOL charter school in Washington, DC. Ms. Schwarz, author of numerous articles and book chapters, is currently doing contract writing for the National Institute for Literacy on adult ELL's with no or limited literacy and working on a chapter for the new literature review for Bridges To Practice. She is also a doctoral candidate at Lesley University, Cambridge, MA, in ESOL and learning difficulties.

Train the Trainer for *Ace Your Interview!* and *Kick Start Your Job Search Workshop*

In this Train the Trainer workshop participants will learn strategies and receive materials to offer the following *Ace Your Interview!* session: "You can give a WOW interview! Learn proper preparation, strategies for answering the most common questions and techniques for handling the difficult questions plus the best follow up practices."
Participants in the Train the Trainer *Kick Start Your Job Search* workshop will learn strategies and receive materials to offer the following session: "Learn what it takes to find a job in today's job market! Walk step by step through the different parts of looking for work and be able to develop a plan and follow it on your own."

At the end of this workshop, attendees will be able to:

- Understand the core concepts of the workshop,
- Become familiar with the material and power point presentation,
- Be able to facilitate at their sites to continue to provide quality training for customers.

Trainer: Ann Marie Walker, RochesterWorks!

9:00am-12:00pm Follow up/Train the Trainer *Ace Your Interview! Workshop*
12:00-1:00pm Lunch (on your own)
1:00-3:00pm Train the Trainer *Kick Start Your Job Search/*Wrap up

Train the Trainer for Resume Workshop

In this Train the Trainer workshop participants will learn strategies and receive materials to offer the following *Resume Workshop*: "Write a resume that will get noticed! Learn the important do's and don'ts of resume writing, how to properly state your objective, how to turn your resume into a "sales brochure", plus an easy template to help you get started."
This session will also include a discussion of presentation and training skills.

At the end of this workshop, attendees will be able to:

- Understand the core concepts of the workshop,
- Become familiar with the material and power point presentation,
- Be able to facilitate at their sites to continue to provide quality training for customers.

Trainer: Ann Marie Walker, RochesterWorks!

8:30-9:30am Welcome/general overview/questions
9:30-11:30am Train the Trainer *Resume Workshop*
11:30-12:30am Follow up/questions/wrap up/next step

The Wonderful World of Social Studies/ Surrounded by Science Workshop

Where Do I Begin? – The Wonderful World of Social Studies

Where do you begin when teaching Social Studies? How can you cover the history of the world, political and economic systems, and the geography of our planet in less than two hours a week? This workshop will provide you with activities on how to teach conceptually. Experience such activities as History Jeopardy, What Case Am I, Where in the World? and One Moment in Time. You will leave this morning session with hands-on activities to take back to your classroom to better prepare Adult Basic Education students as well as those preparing for the GED Test.

Surrounded by Science

How can you teach science without a lab? Learn how to use common things from everyday life to teach the basic concepts of physical, earth/space, and life sciences, as well as how to teach your students to apply the Scientific Method. This workshop will provide you with hands-on experiences (and experiments). In this afternoon session you will also learn basic content knowledge, such as how to read a Periodic Table and of course, Newton's Laws of Motion.

This two-part workshop is provided by E-Learning Solutions, Inc.

The Health Care Access and Navigation Study Circle+

Study Circle+ Goals:

The overall goal of the Health Literacy Study Circle+ is to build the capacity of adult educators to incorporate health literacy skills into their curriculum and instruction.

The goal for the Health Care Access and Navigation Study Circle+ is to prepare participants to help adult students develop basic skills needed for accessing health-related services and for navigating health care systems. These skills include filling out forms, reading signs, and interpreting rights and responsibilities.

Study Circle+ Objectives:

Participants in the Health Care Access and Navigation Study Circle+ will:

- 1) Develop a shared definition of “health literacy”.
- 2) Identify the activities people engage in when seeking health care services.
- 3) Identify literacy-related barriers and issues faced by people seeking health care services.
- 4) Identify health literacy skills needed for health care access and navigation.
- 5) Teach, modify, and critique sample lessons designed to build students’ literacy and numeracy skills related to health care access and navigation.
- 6) Create and pilot a lesson based on students’ needs.
- 7) Outline a sequence of lessons for a health literacy unit and an evaluation plan.
- 8) Develop strategies for incorporating health literacy skills into classroom activities.

This Health Literacy Study Circle+ is organized into five sessions of approximately three hours each, meeting monthly. Participants will be asked to read articles or complete assignments with students between sessions. There is space for up to fifteen participants, and participants are to attend all sessions. Separate study circle sessions for wider staff participation can be arranged.

Facilitator: Carol Gaelens

Trends Reshaping America's Workforce Development System – NYATEP Webinar

After years of impasse on Workforce Investment Act reauthorization, forces are converging toward a major reshaping of our workforce development system in 2010. The Administration, Congress, public interest groups, and stakeholders are developing proposals for what the new system will look like and how it will be administered.

Will you be ready for the change? This session will highlight the major trends developing around education and training, lifelong learning, the continuum of services to meet the needs of all workers, and more. In August 2009, Jane Oates the Assistant Secretary for USDOL Employment and Training Administration told a national meeting in Washington that three reports were shaping USDOL’s thinking on Reauthorization and workforce policy: *America’s Perfect Storm*; *Preparing Today’s Workers for Tomorrow’s Jobs*; and *Working Learners*. This webinar will crosswalk these three reports and allow you to think about how you will adapt if big changes become a reality. Jumpstart your thinking about how to prepare for tomorrow today!

About the Presenter

John Twomey is the director of NYATEP, New York’s Workforce Association, and one of America’s foremost leaders on workforce development. John is the immediate past president of the National Workforce Association, and currently serves as the President of USAWorks! John is a frequent plenary speaker at workforce conferences and has testified before Congress on ways to better prepare the country’s workers.

Teaching with Graphic Organizers

Teaching with Graphic Organizers is a two-part instructional resource developed by educators June White and Amy La Fever and copyrighted © 2008 by Hudson River Center for Program Development, Inc. Based on B.S. Bloom’s *Taxonomy of Educational Objectives* (New York: David McKay Co., 1956), this resource provides educators with skill-specific strategies for teaching and supporting adults in their reading and writing. Each strategy introduces a graphic organizer, which is fully described by a purpose, relevant vocabulary, and step-by-step directions for using it with learners.

When graphic organizers are used as a strategy, it is important to follow a systematic approach, which begins with the teacher modeling the strategy. Teachers then help students use the strategy through guided practice. Finally, students use the strategy independently and repetitively.

To help educators incorporate this critical three-step approach into their work, Hudson River Center offers staff development opportunities that provide concrete examples of each strategy "in action." During the hands-on training, participants are encouraged to share any and all of their ideas and tips with one another. Knowing the creativity and resourcefulness of all teachers, participants will return to their classrooms with a plethora of new ideas, strategies, and enthusiasm!

Trainer: Amy La Fever

Audience: Instructional staffs who teach ABE, GED, and ESOL

U

Understanding NRS Report Cards

In this era of increased responsibility and accountability for adult education providers, the New York State NRS Report Card has become an important tool in measuring adult ed programs. All programs should have a working knowledge of the report card calculations. Our NRS Liaison for NYS, Rosemary Matt, will walk through a sample report card while providing insight into calculations and NRS data priorities.

US Civics for Immigrants Training

The purpose of this training is to prepare instructors and teaching assistants to deliver the US Civics for Immigrants curriculum in the most effective manner. Those who participate in this training will learn about the student population, English language learners with little or no literacy in their native language, and how they learn best. The training also includes basic strategies for teaching English as a Second Language. Finally, the training presents the structure of lessons, the contents of the curriculum, and the materials used in the lesson modules. At the conclusion of this training, instructors will be equipped to follow the lesson outlines and implement the curriculum successfully. Materials fee includes full US Civics For Immigrants Curriculum Binder and CD.

For: ESL and Civics Educators and Counselors

Using The Washington 13 Screening Process for Learning Disabilities

Friday, January 18, 2008
9:00 am to 11:00am

This SED sponsored session is designed to familiarize participants with the many issues related to literacy programming providing screening. The difference between screening and diagnostic testing will be explored as well as the difference between assessments for instructional purposes for identification of possible learning disabilities. The importance of community linkages will be emphasized.

Instructor for this session will be Amy Silber, MS. Ed. Educational Consultant

V

Virtual ALIES Knowledge Sharing Sessions

Participant-directed webcast meetings to share knowledge, discuss problems, and answer questions, this session takes place at your desk. Participants log into a web meeting from their computer and dial into a conference call from their phone in order to interact with agency personnel and the presenter. Here's how:

1. Register for your preferred session with the LAC by emailing aliessupport@lacnyc.org
2. Receive an email with instructions for computer and phone setup
3. Email the facilitator a list of questions prior to the session
4. Participate in the session via a web-cast and conference call.

Content includes: Answers to all emailed questions, demonstrations of ALIES issues and their resolutions, tips and tricks for easier data entry, policy discussions and ideas for software improvement. A member of the LAC ALIES staff will facilitate this session.

Audience: ALIES users at both the Data Entry and Manager/Director level.

W

Workplace Essential Skills

Workplace Essential Skills uses video, print materials, and the internet to help learners find a new job, train for a better job, or be more successful on the job they already have. The lessons are written at a pre-GED level, and are designed to help build critical thinking and problem solving skills. Developing these skills will also help prepare for the GED test. You may take this half-day training as an overview of WES; or, if you previously attended this year's GED Connection training, you can use it as follow-up for incorporating WES into your program as approved by NYSED.

"WIA 101: The Past, Present, and Future" Webinar

Based on feedback from last spring's regional meetings, NYSED has sponsored NYATEP to develop and hold this webinar. This event will feature John Twomey, Executive Director, NYATEP and will provide information on the implementation of WIA, impacts on partners, what is happening today, and implications for the future. Additionally, each webinar participant will receive a CD of the event so the content can be shared. For more information and to link to the webinar, go to

<http://www.nyatep.org/i4a/pages/index.cfm?pageid=4248>

X

Y

Z