Information Exchange

http://wvde.state.wv.us/abe/
Information Exchange

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For additional information contact:

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WV Department of Education
Building 6, Room 230
1900 Kanawha Blvd., East
Charleston, WV 25305-0330
Phone: 304-558-0280
Fax: 304-558-3946
WV ABE TIS

Technical Assistance
I have questions about incorporating technology into the ABE curriculum/classroom!
Who do I contact?

My program has one of the following in the classroom:
- iPad
- SmartBoard
- Kindle
- Elmo
- Mobi/Tablet

Local Users

I have attended training; however, I still have questions / concerns about integrating the above mentioned technology into my curriculum, or other technology integration questions.

I need to schedule TechSHOW

I have NOT attended training regarding any of the above mentioned technologies.
NOTE: Training does not have to be ABE sponsored. It only has to be documented.

OR

WV ABE TIS
via Monthly Report
per Supervisor's instructions

Immediate Supervisor

OR

Contact TIS to arrange workshop/training. NOTE: Individuals who are currently completing TIS training should not be asked to conduct workshops or to provide technical assistance.

ABE Regional Coordinator

Louise Miller
ABE Technology Coordinator
louise@wvabe.org
# WVABE TIS

## Technology Integration Specialists (TIS)

<table>
<thead>
<tr>
<th>Contact</th>
<th>Region / Grantee</th>
<th>Phone / E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarred Cantrell</td>
<td>RESA 1 (McDowell, Marcer, Monroe, Raleigh, Kanawha, Summers, Wyoming)</td>
<td><a href="mailto:jcantrel@access.k12.wv.us">jcantrel@access.k12.wv.us</a> 304-436-4796</td>
</tr>
<tr>
<td>Nick Northup</td>
<td>RESA 2 (Wayne, Cabell, Lincoln, Logan, Mason, Mingo)</td>
<td><a href="mailto:nnorthup@access.k12.wv.us">nnorthup@access.k12.wv.us</a> 304-812-0297</td>
</tr>
<tr>
<td>or Gail Boone</td>
<td></td>
<td><a href="mailto:gboone@access.k12.wv.us">gboone@access.k12.wv.us</a> 304-528-5108</td>
</tr>
<tr>
<td>Rebecca Metzger</td>
<td>RESA 3 (Boone, Putnam, Clay)</td>
<td>Rebecca <a href="mailto:d.metzger@gmail.com">d.metzger@gmail.com</a> 304-347-9245</td>
</tr>
<tr>
<td>or Gail Boone</td>
<td></td>
<td><a href="mailto:gboone@access.k12.wv.us">gboone@access.k12.wv.us</a> 304-528-5108</td>
</tr>
<tr>
<td>Carole Totten</td>
<td>RESA 3 (Kanawha)</td>
<td><a href="mailto:ctotten@access.k12.wv.us">ctotten@access.k12.wv.us</a> 304-348-6670</td>
</tr>
<tr>
<td>Sandra Adkins</td>
<td>RESA 4 (Barron, Fayette, Greenbrier, Nicholas, Pocahontas, Webster)</td>
<td>Sandra <a href="mailto:adkins@access.k12.wv.us">adkins@access.k12.wv.us</a> 304-765-5414</td>
</tr>
<tr>
<td>Julie Hagan</td>
<td>RESA 5 (Calhoun, Jackson, Pleasant's, Ritchie, Roane, Tyler, Wirt, Wood)</td>
<td><a href="mailto:jhagan@access.k12.wv.us">jhagan@access.k12.wv.us</a> 304-485-8513, ext. 1324</td>
</tr>
<tr>
<td>Denise Aiken</td>
<td>RESA 6 (Brooks, Hancock, Marshall, Wetzel, Ohio)</td>
<td><a href="mailto:Red4blues@gmail.com">Red4blues@gmail.com</a> 304-551-2829</td>
</tr>
<tr>
<td>Heather Bayne</td>
<td>RESA 7 (Barbour, Doddridge, Gilmer, Harrison, Lewis, Marion, Monticello, Preston, Randolph, Taylor, Tucker, Upshur)</td>
<td><a href="mailto:hbayne@access.k12.wv.us">hbayne@access.k12.wv.us</a> 304-812-7632</td>
</tr>
<tr>
<td>or Misty Dawson</td>
<td></td>
<td><a href="mailto:mdawson@access.k12.wv.us">mdawson@access.k12.wv.us</a> 304-643-4120</td>
</tr>
<tr>
<td>Jack Price</td>
<td>RESA 8 (Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Pendleton, Morgan)</td>
<td><a href="mailto:jeprice@access.k12.wv.us">jeprice@access.k12.wv.us</a> 304-263-3897</td>
</tr>
</tbody>
</table>

**NOTE:** WVABE TIS were selected because of their interest and expertise in the area of technology. Each participant selected then entered training. The goal of the training is to provide educators with the 21st century skills and tools necessary to assume the role of a Technology Integration Specialist (TIS). Participants in this initiative received the equivalent of 320 hours of professional development over the course of a program year. Completers of the program may then apply for the TIS advanced credential awarded by the Office of Professional Preparation. Lisa Harrick (RESA 3/4), Vanessa Clay (RESA 4), Robin Haupt (RESA 7/8), and John Holmes (RESA 8) are currently completing TIS Training. Upon successful completion of the training, they will be added to the above Contact List.
# AEMIS Technical Assistant Contacts

<table>
<thead>
<tr>
<th>Contact</th>
<th>Region / Grantee</th>
<th>Phone / E-mail</th>
</tr>
</thead>
</table>
| Shalom Tazewell | RESAs 1 & 4  
(Abraxton, Fayette, Greenbrier, McDowell, Mercer,  
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| Joan Carloni  
or  
Elizabeth Jarrett | Kanawha County  
For data entry questions / concerns  
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304-263-3897 |
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| Mike Shaffer | Institutional Educational Programs | mcsheaff@access.k12.wv.us  
304-785-7904 |

**Note:** AEMIS Technical Assistance Managers were selected based upon their AEMIS expertise to assist local programs across the State. However, all AEMIS users are welcome to continue to contact Louise Miller for technical assistance for specific needs.
### FY 2013/2014 NRS Cohort Descriptions

#### Entered employment

<table>
<thead>
<tr>
<th>Who is in the cohort?</th>
<th>Learners who are:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>AEMIS / Unemployed, in labor force @ time of entry</td>
</tr>
<tr>
<td></td>
<td>Exit during the program year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do they have to do?</th>
<th>Obtain employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make specific efforts to look for unsubsidized employment</td>
</tr>
<tr>
<td></td>
<td>Are available for work</td>
</tr>
<tr>
<td></td>
<td>Includes subsidized employment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When do they have to do?</th>
<th>While enrolled or during the quarter following exit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is it determined?</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Withdrawal or from AEMIS</td>
</tr>
<tr>
<td></td>
<td>Employment Information from BEP data match</td>
</tr>
</tbody>
</table>

**Tables 5 & 13 NOTE:** In PY’13 due to time lag in reporting employment, there will be both goal setting (PY’12 quarters) and automatic cohort learners (PY’13 quarter) included for entered employment.

#### Retained employment

<table>
<thead>
<tr>
<th>Who is in the cohort?</th>
<th>Learners who are:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Employed reporting UI @ time of entry</td>
</tr>
<tr>
<td></td>
<td>Learners who were not employed at time of entry and in the labor force, who became employed while enrolled or by the first quarter after exit</td>
</tr>
<tr>
<td></td>
<td>Exit during the program year</td>
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</table>

<table>
<thead>
<tr>
<th>What do they have to do?</th>
<th>Retain employment</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>When do they have to do?</th>
<th>During the third quarter following exit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is it determined?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Withdrawal Information from AEMIS</td>
</tr>
<tr>
<td></td>
<td>Employment Information from BEP data match (WW data only)</td>
</tr>
</tbody>
</table>

**Tables 5 & 13 NOTE:** In PY’13 due to time lag in reporting retained employment, there will be only goal setting (PY’11 & 12 quarters) included for retained employment.

#### Obtain a GED

<table>
<thead>
<tr>
<th>Who is in the cohort?</th>
<th>Learners who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take all sections of the test during reporting year</td>
</tr>
<tr>
<td></td>
<td>Exit during the program year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do they have to do?</th>
<th>Obtain credential during reporting period</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When do they have to do?</th>
<th>End of the reporting year in which they exited</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is it determined?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Withdrawal Information from AEMIS</td>
</tr>
<tr>
<td></td>
<td>Oklahoma Scoring GED data match</td>
</tr>
</tbody>
</table>

#### Enter postsecondary education or training

<table>
<thead>
<tr>
<th>Who is in the cohort?</th>
<th>Learners who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are in a transition class type in AEMIS and/or</td>
</tr>
<tr>
<td></td>
<td>Have a secondary credential at entry and/or</td>
</tr>
<tr>
<td></td>
<td>Obtain a secondary credential while enrolled AND</td>
</tr>
<tr>
<td></td>
<td>Exit during the program year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do they have to do?</th>
<th>Enter post-secondary education or training</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When do they have to do?</th>
<th>Anytime from exit until the end of the following program year (for PY13 – PY’14)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is it determined?</th>
<th>Verification of enrollment from:</th>
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<tbody>
<tr>
<td></td>
<td>WVEIS CTC data match</td>
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<tr>
<td></td>
<td>Higher Education Commission data match</td>
</tr>
<tr>
<td></td>
<td>Local program data match</td>
</tr>
<tr>
<td></td>
<td>Local program sample survey (information to follow)</td>
</tr>
</tbody>
</table>
# Adult Basic Education Staff

<table>
<thead>
<tr>
<th>Department of Education Staff</th>
<th>Phone/Fax/Email</th>
<th>Areas of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Debrah Varner, Executive Director</td>
<td>Phone: 304-558-0280 ext. 53540 Fax: 304-558-3946 Email: <a href="mailto:dvarner@access.k12.wv.us">dvarner@access.k12.wv.us</a></td>
<td>• Program Administration  • Federal-State Legislation</td>
</tr>
<tr>
<td>Barry Kelly, Assistant Director</td>
<td>Phone: 304-558-0280 ext. 53456 Fax: 304-558-3946 Email: <a href="mailto:bkelly@access.k12.wv.us">bkelly@access.k12.wv.us</a></td>
<td>• Program Operations  • State Plan  • Federal Guidelines</td>
</tr>
<tr>
<td>Mendy Marshall, Lead Coordinator</td>
<td>Phone: 304-558-0280 ext. 53501 Fax: 304-558-3946 Email: <a href="mailto:mamarsha@access.k12.wv.us">mamarsha@access.k12.wv.us</a></td>
<td>• Grants/Budget/Finance  • AEMIS Data  • NRS  • Family Literacy</td>
</tr>
<tr>
<td>Deborah Conrad, Coordinator</td>
<td>Phone: 304-558-0280 ext. 53530 Fax: 304-558-3946 Email: <a href="mailto:dconrad@access.k12.wv.us">dconrad@access.k12.wv.us</a></td>
<td>• Budgets/Finance  • GED® Scholarships  • Community-based Organizations  • SPOKES Coordination and Programmatic Oversight  • TANF Assessment  • WorkKeys Assessment</td>
</tr>
<tr>
<td>Edward Hicks, Coordinator</td>
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<td>• On-site Evaluations  • Public Service Training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office/Department</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Johnson</td>
<td>Coordinator</td>
<td>Office of Adult Education and Workforce Development</td>
<td>304-558-0280 ext. 53356</td>
<td>304-558-3946</td>
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<td>Curriculum Development, Research, and Review, Instructional Support</td>
</tr>
<tr>
<td>Jacob Green</td>
<td>Adult Institutional Education Executive Director</td>
<td>Office of Adult Institutional Education</td>
<td>304-558-9833 ext. 53503</td>
<td>304-558-5042</td>
<td><a href="mailto:jgreen@access.k12.wv.us">jgreen@access.k12.wv.us</a></td>
<td>Adult Institutional Education</td>
</tr>
<tr>
<td>Debra Kimbler</td>
<td>GED Administrator</td>
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<td>304-558-4874</td>
<td><a href="mailto:dkimbler@access.k12.wv.us">dkimbler@access.k12.wv.us</a></td>
<td>GED® Testing Guidelines, Free GED® Campaign, GED® Diplomas/Transcripts, Approval of Accommodations, GED Examiner™ Training, Waiver for 16-Year-Olds</td>
</tr>
<tr>
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<td>304-558-4874</td>
<td><a href="mailto:lberlin@access.k12.wv.us">lberlin@access.k12.wv.us</a></td>
<td>Option Pathway</td>
</tr>
</tbody>
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http://wvde.state.wv.us/abe/tcher_handbook_pdf/section1.pdf
<table>
<thead>
<tr>
<th>RESA Staff</th>
<th>Phone/Fax/Email</th>
<th>Areas of Responsibility</th>
</tr>
</thead>
</table>
| Dr. Robin Asbury, Director  
WV Workforce Education  
Marion County Adult & Comm.  
Education Center  
601 Locust Avenue  
Fairmont, WV 26554 | Phone: 304-695-1182 (mobile)  
Fax: 304-366-2483  
Email: workplace@gmail.com | Workplace Education  
WorkKeys Job Profile  
Hit the Ground Running |
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WVABE Technology  
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Email: Louise@wvabe.org  
Secretary Debbie Walker, ext. 1123  
Email: debbie@wvabe.org | AEMIS Data  
AEMIS Technical Support  
Computer Literacy  
AEMIS User’s Guide  
NRS Training |
| Cathy Shank, Coordinator  
Professional Development  
RESA 3  
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000-257-3723 ext. 112  
Fax: 304-766-7916  
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Pre-service and In-service Training  
Listen’s  
English as a Second Language (ESL)  
BEST Assessments  
Instructor Handbook |
| Pam/Bryan Young, Coordinator  
WVABE Special Projects  
RESA 3  
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Dunbar, WV 25064 | Phone: 304-766-7555 ext. 212  
000-257-3723 ext. 212  
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Low Level Reading  
Youth Populations  
CASAS and TABE Assessment |
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Adult Basic Education  
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000-257-3723 ext. 115  
Fax: 304-766-7915  
Email: charper@access.k12.wv.us | Certificates/Credentials for SPOKES  
Software Access & Licenses for SPOKES  
SPOKES Inservice  
SPOKES Webpage  
Statistical Reports for SPOKES and Assessment Programs |
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000-257-3723 ext. 202  
Fax: 304-766-7915  
Email: ekillian@access.k12.wv.us | GED Academy Training  
PLATO Training  
Enrollment and Placement of Distance Education Students  
Software Access & Licenses for ABE  
Instructor Handbook |
| Tina White, Specialist  
Workplace Education  
Mercer Co. Workforce WV Ctr.  
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Email: tnmwhite@access.k12.wv.us | Workplace Education |
# REGIONAL ADULT EDUCATION COORDINATORS

## ABE Update

October, 2013

http://wvde.state.wv.us/abe/tcher_handbook_pdf/section1.pdf

<table>
<thead>
<tr>
<th>Name/Address</th>
<th>Phone/Fax/E-mail/Secretary</th>
<th>Counties Served</th>
</tr>
</thead>
</table>
| **RESA I and RESA IV**
  Shawn Cook
  400 Neville Street
  Beckley, WV 25801
  WIB-1 |
  Phone: (304) 256-4712 ext. 1117
  (800) 766-7372 ext. 1117
  Fax: (304) 256-4683
  E-mail: shcook@access.k12.wv.us
  Secretary: Nancy Shannon Ext. 1130
  E-mail: nshannon@access.k12.wv.us |
  McDowell  Raleigh
  Mercer  Summers
  Monroe  Mercer
  Braxton  Nicholas
  Fayette  Pocahontas
  Greenbrier  Webster |
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  RESA III
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  Dunbar, WV 25064-1711
  WIB-3 |
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  (800) 257-3723 ext. 113
  Fax: (304) 766-7815
  E-mail: mbjones@access.k12.wv.us
  Secretary: Vicki Moss, ext. 222
  E-mail: vmoss@access.k12.wv.us |
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  Cabell  Mason
  Clay  Mingo
  Kanawha  Putnam
  Lincoln  Wayne |
| **RESA V**
  Dianna Flanagan
  RESA V
  2507 9th Avenue
  Parkersburg, WV 26101-4198
  WIB-4 |
  Phone: (304) 485-6513 x1320
  (866) 232-7372 x1320
  Fax: (304) 485-6515
  E-mail: dflanaga@access.k12.wv.us
  Secretary: Brenda Wheeler, ext. 1321
  E-mail: bwheeler@access.k12.wv.us |
  Calhoun  Roane
  Jackson  Tyler
  Pleasants  Wirt
  Ritchie  Wood |
| **RESA VI**
  Kim McConnaughey
  RESA 6
  30 G. C. & P. Road
  Wheeling, WV 26003-6129
  WIB-5 |
  Phone: (304) 231-3819
  (800) 234-7372
  Fax: (304) 243-0443
  E-mail: kmcconna@access.k12.wv.us
  Secretary: Patti Dei ext. 3801
  E-mail: pdeli@access.k12.wv.us |
  Brooke  Wetzel
  Hancock  Ohio
  Marshall  |
| **RESA VII**
  Anne Johnson
  RESA VII
  1201 N. 15th Street
  Clarksburg, WV 26301
  WIB-6 |
  Phone: (304) 624-6554 ext. 241
  (800) 427-3600 ext. 241
  Fax: (304) 624-5223
  E-mail: anjohnso@access.k12.wv.us
  Secretary: Frank Hathaway Ext. 281
  E-mail: dhathawa@access.k12.wv.us |
  Barbour  Monongalia
  Doddridge  Preston
  Gilmer  Randolph
  Harrison  Taylor
  Lewis  Tucker
  Marion  Upshur |
| **RESA VIII**
  Beverly Baccala
  RESA VIII
  109 S. College Street
  Martinsburg, WV 25401
  WIB-7 |
  Phone: (304) 267-3596 ext. 122
  (800) 367-3728 ext. 122
  Fax: (304) 267-3599
  E-mail: bbaccala@access.k12.wv.us
  Secretary: Lori Lawson, ext. 127
  E-mail: llawson@access.k12.wv.us |
  Berkeley  Mineral
  Grant  Morgan
  Hampshire  Pendleton
  Hardy  Jefferson |
<table>
<thead>
<tr>
<th>Assessment Specialists</th>
<th>Phone/Fax/Email</th>
<th>Counties Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Brad</td>
<td>304-766-7656 ext. 128 800-257-3723 ext. 128</td>
<td>Brooke Cabell Calhoun Doddridge Gilmer Hancock Jackson Kanawha Lincoln Marshall Mason Ohio Pleasants Putnam Ritchie Roane Tyler Wayne Wetzel Wirt Wood</td>
</tr>
<tr>
<td>John Hull</td>
<td>304-636-6195 ext. 110</td>
<td>Barbour Braxton Grant Hardy Harrison Lewis Marion Monongalia Pendleton Pocahontas Preston Randolph Taylor Tucker Upshur Webster</td>
</tr>
<tr>
<td>Rhea Peavler</td>
<td>304-257-3387 304-257-3389</td>
<td>Berkeley Hampshire Jefferson Mineral Morgan</td>
</tr>
<tr>
<td>Samuel Smith</td>
<td>304-256-4712 ext. 1106 304-256-4633</td>
<td>Boone Clay Fayette Greenbrier Logan McDowell Mercer Mingo Monroe Nicholas Raleigh Summers Wyoming</td>
</tr>
</tbody>
</table>

http://wvde.state.wv.us/abe/tcher_handbook_pdf/section1.pdf
Visit

http://wvde.state.wv.us/abe/student-resources.html

and check out the NEW

“My Strategic Compass Curriculum Modules”

ABE Student Resources

My Strategic Compass:
http://westvirginia.strategiccompass.com/

My Strategic Compass is an online system to explore occupations and career pathways that best fit your interests, skills, and work preferences for your future college and career planning. Each occupation describes the employment outlook, earnings potential, education and skill requirements, and job availability. You can create a “portfolio” that saves self assessment results, occupations explored, resumes, and exploration activities. The program includes:

- Self Assessments for Interest, Skills, and Work Preferences
- Exploration of Occupations
- Career Development Plan (for individuals with little or no work experience)
- Career Transition Plan (for individuals with moderate or extensive work experience)
- Career Interests
- Career Pathways
- Required Skills and Knowledge
- Related Training
- Alternative Occupations
- Career Readiness Certification Requirements
- Resume Builder

Use the following resources to guide career awareness, exploration, and preparation activities using My Strategic Compass.

My Strategic Compass Curriculum Modules:
- Budget Your Life Guide.docx
- Budget Your Life - 2
- Building a Career Locator Report
- Exploring Job Families
- Exploring Occupations
- Exploring Training and Education
- Interest Profiler
- Job Search
- Personal Reports
- Work Importance Profiler
- WorkKeys Scores

WIN Career Readiness Courseware:
http://wvde.winchost.com/

WIN is a curriculum system that assesses and improves ACT WorkKeys® Assessments skill levels in the core areas that employers need most. For more information on the ACT WorkKeys® Assessments, please click here.
Revised STAR Review Checklist

ABE Strategic Technical Assistance Review

Grantee: ____________________
Date: ________________________

rev. 10/17/13
Program Planning (Administration)

1. The instructional personnel are aware of program goals and budget allotments.
   
   - Are the instructional personnel involved in the program implementation process?  
     
     YES NO N/A

   - The application and budget was prepared by: ________________________________
     
     YES NO N/A

   - Are instructional personnel informed of budget line items and allowances for purchasing supplies and texts?  
     
     YES NO N/A

   - Are the application goals shared/discussed with staff prior to submission and then revisited with staff during the program year? (e.g., number of students to be served, etc.)
     
     YES NO N/A

   Comments

2. An effective partner resource or advisory council is in place.
   
   - Are various agencies/businesses represented at regularly scheduled meetings?  
     
     YES NO N/A

   o (Please specify): __________________________________________________________
     
     YES NO N/A

   - Are students referred to your program from partner agencies/businesses (e.g., DHHR, WIB, judicial, Literacy WV, K-12)?
     
     YES NO N/A

   - Are any formal agreements in place that defines collaborative relationships between your program and partner agencies (e.g., literacy programs, community colleges, etc.)?
     
     YES NO N/A

   Comments

---

Revised STAR Review Checklist, cont’d

Strategic Technical Assistance Review (STAR) Checklist
(rev. 9/30/2013)

Class/Site: ___________________________ Date: ___________________________

Administrator: _______________________ Grandee: _______________________

ABE Update
October, 2013
### Strategic Technical Assistance Review (STAR) Checklist

**Class Site:** ____________________________  **Date:** ____________________________

**Administrator:** ____________________________  **Grantee:** ____________________________

3. The program uses its annual needs assessment to determine course offerings, class locations and scheduling.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
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<tbody>
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</tbody>
</table>

- Was a comprehensive needs assessment completed this year examining the needs of potential ABE and ESL students?
- Are instructional personnel involved in the community needs assessment process?
- Were the results of the community needs assessment used to determine the course offerings, locations, and class scheduling most appropriate for your community?

**Comments:**

4. The classroom/building facilities are appropriate for adult learning.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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</tbody>
</table>

- Are classrooms large enough to accommodate students?
- Are classrooms accessible to people with disabilities?
- Do classrooms have adequate heating and cooling?
- Do classrooms have an adequate number of tables and chairs, designed for adults?
- Do classrooms have available storage space?
- Are clean restrooms available to students?
- Does the building have a safe parking area?
- Does the building have adequate indoor and outdoor lighting?
- Do classrooms have access to a telephone?
- Are there visible signs or directions to the class location?
- Do classrooms have Internet access?

**Comments (Please provide an explanation for any question marked “No” or “N/A”):**
### Program Quality Monitoring (Administration)

#### 1. AEMIS is updated as necessary.
- Is a process in place for data collection to ensure timely data entry and effective monitoring of program performance and outcomes? [ ]
- Is the AEMIS data analyzed throughout the program year to ensure continuous monitoring and improvement? [ ]
- Is a system in place to monitor pre and post-testing to ensure that FFL completion targets are achieved? [ ]
- Is the instruction monitored to ensure that it is of sufficient quality, intensity, and duration? [ ]

**Comments:**

#### 2. The program is successful in recruiting the required number of students.
- Has enrollment fallen below 65% of the state guidelines in the past fiscal year? [ ]
- Did the program serve the number of students projected in the application in the past fiscal year? [ ]
- Are class offerings publicized? [ ]
- Cite evidence below to show that the three recruitment strategies listed in the program application are effective. [ ]
- Who is responsible for recruitment activities? ____________________________

**Comments:**

---

*A Revised STAR Review Checklist, cont’d*
### Strategic Technical Assistance Review (STAR) Checklist

(Rev. 9/30/2013)

<table>
<thead>
<tr>
<th>Class Site:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator:</td>
<td>Grantee:</td>
</tr>
</tbody>
</table>

#### 3 The program has implemented effective retention strategies.

- Have student contact hours fallen below 65% of the state guidelines in the past fiscal year?
- Is the program currently utilizing a minimum of three retention strategies as required in the ABE application? (If not, please explain below.)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:  

#### Professional Development (Administration)

1. The program maintains records showing that all instructional personnel are qualified for their positions.

- Do all instructors and substitutes have valid licenses or teaching certificates on file? (The STAR team will ask to view the certification for all teachers.)
- Does AEEMS show that all instructors, instructional aides, and substitutes have completed the required pre-service training and job shadowing appropriate to their role?
- Do all volunteer tutors have appropriate training and certification?
- Does the program maintain signed confidentiality agreements for all staff?
- Are annual performance evaluations conducted and on file for all full-time instructional personnel?
- Does AEEMS show that all instructional personnel are in compliance with annual in-service core content and elective requirements?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments (An explanation is required for any Professional Development question that is answered “No” or “N/A”):
### Strategic Technical Assistance Review (STAR) Checklist

(Rev. 9/30/2013)

**Teacher(s):** ____________________________ **Date:** ____________________________

**Class Site:** ____________________________ **Grantee:** ____________________________

### Instructional Planning

1. **Program has a retention plan.**

   - Are potential barriers to attendance identified and addressed? [ ]
   - Are there follow-up procedures for contacting students who leave the program before completing their goals? [ ]
   - Who is responsible for the follow-up activities? ________________

   **Comments:**

2. **Program’s intake procedures are appropriate and effective.**

   - Is there a thorough intake process consistently used for all students? [ ]
   - Does intake occur in a non-threatening setting (including an opportunity for a private conversation)? [ ]
   - Is the intake process (i.e., managed or open-entry) effective for your type of program? [ ]
   - Is Career Exploration included in the intake process? In the space below, please identify the Career Exploration program used. [ ]
   - Is accurate information collected for all required paperwork? [ ]

   **Comments:**

---

*Revised STAR Review Checklist, cont’d*
Strategic Technical Assistance Review (STAR) Checklist

3 Program follows the state assessment policy and procedures.

- Are the appropriate standardized assessment forms available and in use for the type of students enrolled (i.e., ESL, SPOKES, ABE, literacy)?
  - NOTE: This area is not appropriate for Work Based Project Learners.
- Do entry, interim and/or exit assessments occur within the mandated time frames for the specific assessment instrument(s) used?
  - NOTE: Refer to Hours Between Assessment Report in AEMIS.
- Does the documentation of assessment results that is maintained in the files match what is found in AEMIS? (i.e., date, assessment title, level, form, grade level of target instructional area)

4 Program protects the confidentiality of students and staff members.

- Is strictly confidential information kept in a separate locked file?
- Does the program make use of appropriate release of information forms before sharing confidential information?
- Does the staff respect the privacy of students in the classroom?

Comments:
Strategic Technical Assistance Review (STAR) Checklist
(rev. 9/30/2013)

Teacher(s): ___________________________ Date: ________________________
Class Site: ___________________________ Grade: _________________________

5 Program serves individuals who are most in need (including students with low income or minimal literacy skills).

- Does the program include ABE and/or ESL students who are at Literacy or Beginning levels as evidenced in NRS Table 4 in AEMIS (NRS and WV ABE Reporting Standards)?
- Does the program serve the target populations identified in the most recent needs assessment?
  - Target Population(s): _______________________
- Is there evidence of inclusion of special populations such as TANF participants, ex-offenders, older adults, youth, low literacy learners, English Language learners, etc.?

Comments:

[Blank space for comments]
Strategic Technical Assistance Review (STAR) Checklist
(rev. 9/30/2013)

Teacher(s): ___________________________ Date: ___________________________
Class Site: ___________________________ Grantee: ___________________________

### Instructional Delivery

1. Program effectively uses technology in the classroom.
   - Is there evidence in the student folders that software programs and the Internet are being used in the classroom for instruction? (e.g., Plato, WIN, GED Academy, etc.)
   - Is there evidence of use of other technology in the classroom (e.g., iPads, document cameras, Elmo’s, responders, smartboards, audio/visual equipment, algebraic calculators, etc.)? Please specify in the space below:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

2. Starting in January, 2014 ABE programs will be required to offer curricula that are aligned with the West Virginia Next Generation (WVcG) content standards, along with College and Career Readiness standards. Describe any standards-based resources that you currently use:
   - Thinkfinity; SAS; Plato; McGraw-Hill Contemporary Career Readiness Prep, etc.
   - Are there activities that encourage self-directed learning?
   - Is there evidence that learning styles are considered in planning activities (e.g., multi-sensory options for learners)?
   - Are instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension used in teaching reading?
   - Is there evidence of activities that develop teamwork, collaborative learning, peer mentoring, etc.?
   - Are process writing steps (i.e., brainstorming, clustering [in mapping], free-writing, proofreading, and revising) parts of the writing instruction?

How is the program incorporating those WVcG resources/activities into the lesson plan? (attach supporting documentation, if available)
Strategic Technical Assistance Review (STAR) Checklist
(rev. 5/30/2013)

Teacher(s): ___________________________ Date: ___________________________
Class Site: ___________________________ Grantee: ___________________________

Program provides activities that offer real life context. YES NO N/A

- Are instructional materials current and suitable for adult learners?

- Do activities and discussion include topics such as parenting skills, health issues, job preparation, and other life skills?

Comments: ___________________________
Strategic Technical Assistance Review (STAR) Checklist
(rev 9/30/2013)

Teacher(s): __________________________ Date: __________________________
Class: __________________________ Grant#: __________________________

Professional Development

1. Staff attends training sessions that are relevant to their program needs.

   - Do instructional personnel engage in annual professional development activities that contribute to continuous program improvement and career pathways development?
   - Do instructional personnel attend training sessions that are relevant to their program needs? (specify below)
   - Identify how staff will meet required in-service core and elective requirements? (specify below)

   YES NO N/A

   Comments:

2. Staff participate/collaborates with others in the field.

   - Does staff take advantage of opportunities to communicate/collaborate with other adult educators (e.g., Schoology, visit classes, participate in listserv/wik discussions, attend staff meetings, respond to requests for information, etc.)?
   - Does staff take part in capacity-building activities outside the classroom (e.g., serve on conference or advisory committees, participate in graduation activities, make presentations, participate in professional organizations, etc.)? (list activities below)
   - Does instructional staff take advantage of online resources to collaborate and share ideas with other educators (e.g., Schoology, LiveBinder, LinkedIn, Dropbox)?

   YES NO N/A

   Comments:
Strategic Technical Assistance Review (STAR) Checklist

(rev. 9/30/2013)

Teacher(s): ___________________ Date: ___________________ 
Class Site: ___________________ Grantee: _________________

**Coordination**

1. Program shows strong collaboration with WIB, DHHR, Judicial System, Literacy WV, Career & Technical Education (CTE), and Community & Technical Colleges.
   - Are students referred to other agencies (e.g., DRS, vision/hearing professionals, CTE, DHHR, food banks, Workforce WV, etc.) for needed screening or assistance?
   - Are students referred to the ABE program from other agencies/businesses?
   
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
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<td></td>
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</table>

   Comments: ________________________________

2. Program offers flexible schedules and support services
   - Do class schedules accommodate working learners?
   - Does the program offer special classes such as math, resume writing, computer classes?
   - Are there evening or other scheduled classes?
   - Is current information about community resources such as child care, transportation, legal services, counseling, etc. available to students?
   - Are students referred to support service agencies?
   - Are accommodations offered/provided to students with disabilities (e.g., ID, ADHD, vision/hearing impairments, etc.)?
   
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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</tbody>
</table>

   Comments: ________________________________
Strategic Technical Assistance Review (STAR) Checklist
(rev. 9/30/2013)

Teacher(s): ___________________________ Date: ___________________________
Class/Program: ___________________________ Grantee: ___________________________

Data Management

1. Program is effective in meeting or exceeding performance measures at all levels.
   - Has the program met the federal core performance measures for the last three years? [YES NO N/A]
   - Has the program met the state attendance and enrollment guidelines for the last three years? [YES NO N/A]

   Comments: ___________________________________________________________

   YES NO N/A

2. Program utilizes AEMIS effectively and in a timely manner.
   - Are monthly attendance and contact hours input by the 10th of each month? [YES NO N/A]
   - Are pre- and post-test scores recorded in AEMIS in a timely manner?
   - Is there evidence of goal review sessions with learners, including accomplishments/achievements?
   - Has staff received in-services on “AEMIS4U” and other sessions?
   - Does the staff utilize the desk monitoring report found in AEMIS to monitor the program’s performance?

   Comments: ___________________________________________________________

   YES NO N/A
As of July 1, 2013, GED Academy became available to WVABE instructors across the state. Plato Learning Environment and Rosetta Stone (ESL) state-wide licenses were also renewed. Teachers who have completed the requirements to become a certified distance education instructor may use these state-funded programs with their distance learners. In addition, programs may purchase other state-approved curricula for use with their distance education students.

GED Academy is an online instructional program that provides instruction in the five content areas that are included on the high school equivalency assessment: Mathematics, Reading, Writing, Science, and Social Studies.

The GED Academy software includes a pre-test in each of the 5 content areas that is designed to help customize the student’s learning program. In addition, it contains two complete half-length GED practice tests. These tests are scored automatically and the test taker’s score is converted into an actual GED test score. The program creates an individualized learning plan for each student based on their GED practice test scores. Using the learner’s practice scores, the program automatically assigns the learner a comprehensive study plan that addresses their skill deficiencies.

The curriculum for GED Academy includes content that meets the NRS grade equivalents from Low Intermediate Basic Skills (4.0-5.9) through High School Secondary (11.0-12.9).

Plato Learning Environment (PLE) courseware is aligned to several assessments and has courses developed to help students prepare for these assessments, which include the ACT, SAT, ACCUPLACER, Compass, WorkKeys, ASVAB, Praxis II, TABE, and TEAS. Instructors may assign students to specific courses or may customize a students’ learning program by assigning whole curriculum titles and/or modules that address specific skill areas. Plato also allows instructors to create customized learning plans in which they can pull together content from the Plato curriculum and organize it in a way that is best for their students.

Like GED Academy, PLE courseware includes content that meets the NRS grade equivalents for FFLs 2-6 in the areas of language and reading, and FFLS 1-6 in the area of mathematics.

In addition, both of these programs have interactive content that instructors may find useful for group instruction. GED Academy has an excellent free resource, the Blended Learning Teacher Guide, that is available at http://www.passged.com/media/pdf/blended-learning/teachers-guide.pdf that gives instructors tips on how to effectively incorporate online software within their classroom. This guide also includes lesson plans for specific learning activities in GED Academy that outlines how to use these activities for group instruction in the classroom.

Rosetta Stone online is a software program that is designed to help students learn a new language. It is composed of an interactive program that uses a mixture of pictures, words, speaking and listening activities to help the learner quickly acquire new language skills. It is available to WVABE English as a Second Language (ESL) programs.

In order to access these online software programs, you must attend training. Please contact Ellen Killion at ekillion@access.k12.wv.us to request training.
The chart below shows the approved curricula and methods for assigning **Proxy Hours**.

<table>
<thead>
<tr>
<th>Approved DE Curriculum</th>
<th>Type of Student</th>
<th>Type of Curriculum</th>
<th>Model for Proxy Hours</th>
<th>Method of Assigning Proxy Hours</th>
<th>Method to Document Proxy Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED® Academy</strong></td>
<td>ABE, SPOKES, or ESL</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>KeyTrain®</strong></td>
<td>ABE, SPOKES, or ESL</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>Plato® Learning Environment (PLE)</strong></td>
<td>ABE, SPOKES, or ESL</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>SkillsTutor™</strong></td>
<td>ABE, SPOKES, or ESL</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>WIN® Career Readiness Courseware</strong></td>
<td>ABE, SPOKES, or ESL</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>Crossroads Café®</strong></td>
<td>ESL Only</td>
<td>Video Series with Workbooks</td>
<td>Learner Mastery</td>
<td>Pass unit mastery test with at least 70% accuracy = 10 Proxy Hours</td>
<td>unit mastery test showing a score of 70% or better</td>
</tr>
<tr>
<td><strong>Rosetta Stone®</strong></td>
<td>ESL Only</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td><strong>USA Learns™</strong></td>
<td>ESL Only</td>
<td>Online Software</td>
<td>Learner Mastery</td>
<td>Pass unit mastery test with at least 80% accuracy for Courses 1 and 2 = 3 Proxy Hours; for Course 3 = 2 Proxy Hours</td>
<td>management system print-out of unit mastery test scores showing a score of 80% or better</td>
</tr>
</tbody>
</table>
DISTANCE EDUCATION, cont’d

How to Become a Certified Distance Education Instructor

If you would like to offer distance learning as an option for your students, you must complete the requirements to become a certified distance education instructor. This includes appropriate training in the online software as well as successful completion of the Certified Distance Education Home Study Module, for which you will receive elective professional development credit.

- This home study module must be completed successfully prior to your being approved as a certified distance education instructor.
- The module consists of a series of questions that are aligned with this section of the WVABE Instructor Handbook.
- You must complete all questions and submit the form electronically. (If you have questions, contact Ellen Killion at 1-800-642-2670 or ekillion@access.k12.wv.us.)
- Your answers and/or activities will be evaluated by the staff in the Distance Education Office.
- You will be notified when this has been successfully completed, and your professional development record in AEMIS will be updated with the appropriate number of elective hours.
- You will be able to select the “Distance Learner” checkbox in the demographic area on the ABE 400A Form in AEMIS, which will allow you to record Proxy Hours on the log attendance screen. This allows you to capture the Proxy Hours the students spent utilizing the curriculum in which you have been certified outside of the classroom.

Training Requirements for Certified Distance Education Instructors

In order to become a certified distance education instructor, you must successfully complete the Certified Distance Education Home Study Module for elective professional development credit. This home study module will cover questions relating to this section of the Handbook as well as your experience with the curriculum in which you have chosen to become certified. You will receive one hour of elective professional development credit upon successful completion of this home study.

Note: You may become certified in more than one of the state-approved curricula for distance education. However, you must complete the training requirements for each curriculum in which you wish to be certified.

Additional Training:

In addition to completing the Certified Distance Education Home Study Module, instructors must also verify that they have completed appropriate training for the curriculum in which they are being certified.

- **Plato Learning Environment**
  - Complete a Plato webinar for beginning users.

- **GED Academy**
  - Complete an online webinar and send verification of completion to the professional development coordinator.

- **KeyTrain**
  - Complete WKEYS: Overview of the WorkKeys Assessment and Software Preparation Programs (3 hours CORE credit) or Introduction to KeyTrain (3 hours elective credit) or Work 101 (3 hours elective credit).
  - As an alternative, show verification of completion of an online webinar or publisher-sponsored training.

- **Crossroads Café, Rosetta Stone, SkillsTutor, USA Learns, and WIN Career Readiness Courseware**
  - Show verification of completion of an online webinar, publisher-sponsored training, conference elective or independent study.
DOK: Using Webb’s Depth of Knowledge to Inform Instruction
- This three-hour core session will review Webb’s Depth of Knowledge (DOK) model; how it is used to determine the complexity of cognitive processes; and how it relates to high school equivalency tests and College and Career Readiness Standards for Adult Education. Participants will determine the DOK level of sample classroom activities and assessment tasks, as well as modify or create new items at DOK level 3 or higher.

NXT GEN: Unwrapping Standards for Adult Education
- In this three-hour core session, participants will learn to interpret and apply College and Career Readiness Standards for Adult Education in order to plan for instruction. The session is hands-on, interactive, and uses the principles of Universal Design to help participants concentrate on what adult learners need to know and how to apply and transfer that knowledge.

SEAL: Strategies for Engaging Adult Learners
- This three-hour core session based on Training from the Back of the Room by Sharon Bowman, will give participants hands-on application of the 4 Cs of a lesson plan: Connections, Content, Concrete Practice, and Conclusions. The presenter will use the strategies to teach participants the strategies, so be ready to get up and out of your seats!

Additional Recommended Core for FY 2014

WRITE 1: Research-based Writing Strategies for College and Career Readiness
- In this 3-hour core session, participants will review Common Core State Standards (CCSS) and College and Career Readiness (CCR) Anchor Standards for Writing, examine writing requirements for new high school equivalency tests, identify research-based strategies for writing instruction, and practice using instructional strategies that will be effective in preparing students for tests correlated to the Common Core.

TECH-SHOW: Technology Integration Demonstration
- Instructors whose classrooms have technology equipment must complete the following activities and submit a Request for Credit for TECH-SHOW indicating that they have completed adequate training for each new technology item received and that they have demonstrated proficiency in using the new technology in their own classroom. Three hours of core credit will be awarded for each classroom observation checklist completed by a Technology Mentor that indicates demonstrated proficiency.

Instructors will submit a TECH-SHOW Lesson Plan and will request to be observed by a Technology Mentor who will use Technology Observation Checklists and an Educational Technology Rubric for each technology equipment item they observe. The Lesson Plan Format, Rubric, and Checklists may be found online at the WVABE Instructor File Cabinet at http://wvde.state.wv.us/abe/file-cabinet/core_handouts.html#TechShow. Instructors should review the appropriate checklist(s) in advance to be sure they are capable of performing the listed functions.

When instructors are ready to be observed, they should contact Louise Miller at 1-800-766-7372, ext. 1122 or louise@wvabe.org to submit their lesson plan and set up an observation by a Technology Mentor.

The Technology Mentor will come to the classroom to observe while the lesson is being taught. After the observation, the Mentor will fill-out the appropriate technology checklist(s) and give feedback on the use of technology. The instructor will receive a verification checklist from the Mentor. Once the approved checklist(s) have been received, the instructor may apply for core credit by completing the Request for Credit for TECH-SHOW.
### NexGen Standards for WVABE 2014 Roll-out Activities Credit Options

Three hours of free non-degree graduate credit from Marshall University for documenting completion 45 hrs. of work including TECH-SHOW

Two hours (you pay) non-degree graduate credit from Marshall University for documenting 30 hrs. of work

<table>
<thead>
<tr>
<th>Where Offered</th>
<th>Elective Activities</th>
<th>Core Activities</th>
<th>Possible Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Mandatory Fall Kick-off Meeting and Online</td>
<td>2014 Standards Roll-out Introduction (4 to 6 hrs.)</td>
<td></td>
<td>7 to 9</td>
</tr>
<tr>
<td>Regionally or at WVAEA Conference and Online</td>
<td>NXT GEN: Unwrapping Standards for Adult Education (3 hrs.)</td>
<td>NXT GEN &amp; ACT: Required Follow-up Core (3 hrs.)</td>
<td>6</td>
</tr>
<tr>
<td>Regionally or at WVAEA Conference and Online</td>
<td>DOK: Using Webb’s Depth of Knowledge to Inform Instruction (3 hrs.)</td>
<td>DOK &amp; ACT: Required Follow-up Core (3 hrs.)</td>
<td>6</td>
</tr>
<tr>
<td>Regionally or at WVAEA Conference and Online</td>
<td>SEAL: Strategies for Engaging Adult Learners (3 hrs.)</td>
<td>SEAL &amp; ACT: Required Follow-up Core (3 hrs.)</td>
<td>6</td>
</tr>
<tr>
<td>WVAEA Conference, Statewide Tech Conference, T1T meeting, regional meeting, webinar, etc. and Online</td>
<td>Documented list of training in use of specific Technology: iPad, SmartBoard, Mobi, Kindle, responders, etc. (3-9 hrs; varies.)</td>
<td>TECH-SHOW: Technology Integration Demonstration (3 to 9 hrs.)</td>
<td>6 to 18</td>
</tr>
<tr>
<td>WVAEA Conference</td>
<td>OER-STEM Project: Open Educational Resources for Science, Technology, Engineering &amp; Math</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WVAEA Conference and Online at Schoology</td>
<td>WRITE1: Research-based Writing Strategies for College and Career Readiness (3 hrs.)</td>
<td>WRITE1 &amp; ACT: Required Follow-up Core (3 hrs.)</td>
<td>6</td>
</tr>
<tr>
<td>Regionally or at WVAEA Conference and Online</td>
<td>Employability Skills (SPOKES) Modules Preview (3 hrs.)</td>
<td>Employability Follow-up Activities (2-6 hrs.)</td>
<td>3 to 9</td>
</tr>
<tr>
<td>Online at Schoology</td>
<td>Bonus or Optional Activities</td>
<td>Other Core Sessions</td>
<td>2</td>
</tr>
</tbody>
</table>
| | | | ?

### COLLEGE CREDIT OPTIONS FOR PY14
## Activities List for THREE HOURS FREE College Credit

**Name:** 
**Date Submitted:** 
**Daytime Phone:** 
**Other Phone:** 
**Email (required):**

### Highlighted Items are required to obtain College Credit

<table>
<thead>
<tr>
<th>Core to Face Core Sessions You Have Completed</th>
<th>Completion Date/Location</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NXT GEN: Unwrapping Standards for Adult Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK: Using Webb’s Depth of Knowledge to Inform Instruction</td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>WRITE1: Research-based Writing Strategies for College and Career Readiness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Follow-up Activities You Have Completed</th>
<th>Completion Date</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before You Arrive and Standards Roll-out Introduction Activities on Schoology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NXT GEN &amp; ACT: Required Follow-up Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK &amp; ACT: Required Follow-up Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEAL &amp; ACT: Required Follow-up Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITE1 &amp; ACT: Required Follow-up Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECH-SHOW: Technology Integration Demonstration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Activities You Have Completed</th>
<th>Completion Date/Location</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Standards Roll-out Introduction at Regional Fall Kick-off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OER-STEM: Open Educational Resources for Science, Technology, Engineering &amp; Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability Skills (SPOKES) Modules Introduction/Preview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability Skills (SPOKES) Modules Follow-up Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Hours Spent on Bonus (Optional) Schoology Activities List specifics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Completed in Use of Technology Equipment</th>
<th>Completion Date/Location</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Must Be a Total of 45 or more hours** 
**Total Credit Hours:**
## Activities List for TWO HOURS College Credit (You Pay)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytime Phone:</td>
<td>Other Phone:</td>
</tr>
<tr>
<td>Email (*required):</td>
<td></td>
</tr>
</tbody>
</table>

Highlighted items are required to obtain College Credit

### Face to Face Core Sessions You Have Completed

<table>
<thead>
<tr>
<th>Completion Date/Location</th>
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</tr>
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<tbody>
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</tbody>
</table>

### Core Follow-up Activities You Have Completed

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Before You Arrive and Standards Roll-out Introduction Activities on Schoology</td>
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<tr>
<td>TECH-SHOW</td>
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### Elective Activities You Have Completed

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<tbody>
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<tr>
<td>Employability Skills (SPOKES) Modules Follow-up Activities</td>
<td></td>
</tr>
<tr>
<td>Additional Hours Spent on Bonus (Optional) Schoology Activities List specific.</td>
<td></td>
</tr>
</tbody>
</table>

**Must Be a Total of 30 or more hours**

**Total Credit Hours:**
SPOKES CURRICULUM UPDATE

Life and Employability Skills Scope and Sequence

Soft Skills are at Least as Important as Technical Skills for Entry-Level Workers

Educators and employers agree that there is a growing gap between the skills that businesses expect from their entry-level employees and the skills that job applicants possess. This skills gap is widely documented in the literature.

The Life and Employability Skills Curriculum is designed to address the critical areas of Workplace Academic Skills, Job Readiness, and Work Process (Employability) skills by strengthening and developing the foundational skills required for success in the workplace. The curriculum is being piloted by SPOKES, but is appropriate for ABE, Transition and Institutional Education programs as well. A full release of the curriculum is planned for Fall 2013. Information regarding how to access the curriculum online will be forthcoming.

1 INTRAPERSONAL SKILLS

Unit 1: Values and Self Esteem
1.1.1 Believe in Yourself
1.1.2 Values, Ethics and Character
1.1.3 Communicating Assertively

Unit 2: Goal Setting and Time Management
1.2.1 Goal Setting
1.2.2 Time Management

2 INTERPERSONAL SKILLS

Unit 1: Wellness and Health
2.1.1 Substance Abuse
2.1.2 Stress & Health

Unit 2: Relationships and Family
2.2.1 Parenting: Understanding
2.2.2 Maintaining Balance in Family & Work

Unit 3: Personal Accountability
2.3.1 Personal Accountability
2.3.2 Money Management

Unit 4: Critical Thinking Skills
2.4.1 Coping with Change
2.4.2 Problem Solving and Decision Making

3 COMMUNICATION SKILLS

Unit 1: Communication Strategies
3.1.1 Communication Strategies

Unit 2: The Art of Communication
3.2.1 Listening for Understanding
3.2.2 Communicating with the Public/Customer Service

Unit 3: Managing Conflict
3.3.1 Controlling Anger
3.3.2 Dealing with Difficult Situations

4 EMPLOYABILITY SKILLS

Unit 1: Job Search and Securing Employment
4.1.1 Job Search
4.1.2 Preparing for Employment Tests
4.1.3 Employment Portfolio
4.1.4 Interview Skills that Get the Job

Unit 2: Employability Skills
4.2.1 Work Place Professionalism & Diversity
4.2.2 Working Productively
4.2.3 Keeping the Job You Find

Unit 3: Rights and Responsibilities in the Workplace
4.3.1 Knowing Your Rights in the Workplace
4.3.2 Workplace Ethics
The decision has been made by the State ABE Office to offer a **grace period of 1 (one) year** for students who have not passed all parts of the 2002 Series GED® test to allow for retesting.

This decision will give many students ample time to complete the test successfully. Those who have taken the 2002 Series GED® test, but not passed all five parts, still only have until the end of 2013 to pass or they will need to take those parts they have not passed with the new assessment that will be in place in January, 2014.

Scores from the GED® test and the new assessment will be combined. While this gives instructors and students a little breathing room, these are some issues to consider:

- The 2002 Series GED® test will no longer be offered in West Virginia after the end of December, 2013.
- The new assessment that will be in place on January 2, 2014 will have a percentage of questions aligned to the Common Core State Standards- which may require higher level thinking skills and content specific knowledge in the areas of science and social studies.
- Paper based testing will still be available in some areas but many testing sites will be moving to Computer-based testing where all parts of the assessment must be taken online – this includes the writing test which will require keyboarding skills.
- Prior to taking the GED test or the new assessment, test takers must still take and pass an Official Practice Test (OPT).
- The grace period ends **January, 2015**.

The State ABE Office strongly recommends that teachers, examiners, and administrators continue to encourage test takers who haven’t successfully completed all parts of the GED® test to retest before the end of 2013. The WVDE Office of Communication will be launching an awareness campaign shortly to get this message to others across the state.

As always, thank you for all that you do to help students build skills for success.