Description of Adult Education and Literacy Activities

3.1. Description of Allowable Activities

3.1.1. Adult Basic Education - Essential Elements

3.1.1.A Delivery Models

Managed Entry/Open Entry

In order to effectively address the diverse needs and goals of adult learners, programs are encouraged to use a balanced combination of managed entry and open entry classes.

Results from multiple pilot sites in West Virginia utilizing managed entry classes indicate higher student retention and learning gains. Managed entry classes involve scheduled beginning and ending dates with sessions running from six weeks to one semester in duration. These classes are widely advertised prior to start-up, with the registration period occurring two - three weeks preceding the first class. Most programs require a minimum of eight registered participants. Expectations for regular class attendance are strongly emphasized with some programs using student contracts to encourage commitment. Managed entry classes require a thorough intake process that includes careful identification and resolution of participation barriers.

Advantages of the managed entry class include:

All the learners begin at the same time and can establish group rapport;

• Learners can be grouped according to level and/or interest so that teaching
activities can be more focused;

• Learners can be given a certificate of completion and can see tangible results of their study;

• Learners are more willing to make a short-term commitment than choosing an open entry class which has no end in sight; and

• Learners requiring additional instruction at the end of the managed entry class may re-enroll in the next session.

To accommodate learners with scheduling difficulties and other barriers to participation, as well as project learners who may have a specific, short-term educational goal, programs are also encouraged to provide a certain degree of open entry opportunities. Learners may enroll at their convenience and set their own attendance schedules. Individual learning plans are developed, and learners exit the class when they accomplish their goals. Open entry classes provide flexibility in meeting the needs of referring agencies.

**Multi-level/uni-level**

In traditional adult education classes, the instructor is expected to teach learners with a variety of functioning levels and learning goals within the same setting and time period. The redesigned ABE class structure encourages greater use of structured multi-level classes and/or uni-level classes.

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In uni-level classes, teachers with specific expertise, such as reading specialists, are used to conduct classes for learners with similar functioning levels. For example, the uni-level class is particularly well-suited for low level readers, intermediate learners in pre-GED classes, and advanced learners in GED preparation. Instead of expecting instructors to effectively teach all functioning levels at the same time, often resulting in frustration on the part of low functioning adults, as well as the instructor, uni-level classes provide a greater opportunity for intense and focused instruction.

When enrollment does not justify a uni-level class, programs are encouraged to offer structured multi-level classes. For example, during a four-hour block of time, beginning level learners attend for the first 1½ hours for focused, small group instruction followed by 1 hour of integrated instruction with intermediate and advanced level learners. Integrated instruction is then followed by 1½ hours of focused instruction for the intermediate and advanced level learners. All learners are encouraged to use remaining free time for independent study, computer-assisted instruction, peer tutoring, or volunteer tutoring. This structured multi-level approach offers an effective alternative to the traditional non-structured class.

Both uni-level and structured multi-level classes are ideally suited to a managed entry system but may also be used effectively in an open entry structure.

Special Topic Classes
Results from multiple pilot sites in West Virginia have shown that adults are often more inclined to enroll in ABE classes that possess a specialized or focused topic, if that topic is perceived as meeting their needs. Generalized programs that attempt to address all needs simultaneously often face classroom management challenges. Programs are encouraged, therefore, to utilize a carefully crafted needs assessment system to determine the particular needs of a community, a specific target population, or a referring agency or employer. Special topic classes allow the teacher to focus instruction on particular areas and provide the learner with an opportunity to gain specialized knowledge and skills. Classes such as “Math for Parents,” “Take This Job and Love It,” “Communication Skills for the Workplace,” and “Introduction to Computers” are examples of timely topics that generate interest in many communities. Special topic classes work most effectively in a managed entry system with targeted marketing activities prior to registration.

3.1.1.B Student Recruitment

In 1996, the West Virginia Adult Basic Education (ABE) Marketing Kit and Guide were developed and distributed to full-time teachers, select part-time teachers, county directors, and administrators statewide to use for marketing county programs and recruiting students for these programs. Counties have utilized the following activities to promote adult education programs to the general public and targeted populations:
• West Virginia specific brochures
• General Educational Development Testing Service (GEDTS) brochures
• Posters
• A menu of services for display within classrooms
• Table tents
• Placemats
• Newspaper ads
• Classified ads
• Public service announcements
• Radio/television commercials
• Open houses
• Grocery bag ads
• Utility bill stuffers
• Church bulletins
• Public presentations
• Talk shows
• ‘Improv Moments’ statewide theater group
• Newsletters
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• Bulletins
• Mini newsletters
• Letters of commendation
• Certificates
• Displays
• Billboards
• Recognition programs
• Students as recruiters
• Person-to-person recruitment techniques
• Marketing video

Some additional ideas that have been generated throughout the state include the following:

• Scrapbook of marketing efforts
• Catalog to advertise and brag about programs
• Brochures advertising specialized and/or mini-classes offered
• Promotion boards set-up at stores, hospitals, county and state fairs, etc.
• Promotional materials i.e. pencils, key rings, water bottles, etc.

3.1.1.C Student Intake
Student intake is one of the most critical elements of an effective adult education program which truly meets the needs of its learners. Programs are encouraged to use a managed intake system that provides the intake assessor or instructor with ample, uninterrupted time to conduct a thorough orientation and evaluation of learner needs.

The managed intake system, conducted through a series of scheduled group and individual appointments, includes the following key elements:

* a scheduled, well-advertised program orientation for prospective learners. During this orientation, conducted in small groups or one-on-one sessions, individuals do the following:
  * learn about available class offerings, schedules, and services;
  * discuss their own expectations of class participation;
  * understand attendance and program guidelines;
  * participate in goal-setting exercises leading to selection of primary and secondary goals;
  * identify potential barriers to participation and arrange for referral to needed support services; and
  * complete student registration forms.

* assessment of learning strengths and weaknesses, including:
• administration of a learning styles inventory;
• administration of the Payne Learning Needs Inventory, if necessary, for screening of learning disabilities; and
• academic assessment via standardized tests and/or competency-based checklists.

• matching of assessment results to ABE Instructional Goals and Objectives in the development of an individual learning plan; and

• individual interviews in a private setting to discuss assessment results, review identified goals, confirm necessary support services and accommodations, and review individual learning plan. In some cases, student contracts are also used to outline expectations of the program and the new learner.

3.1.1.D Curriculum and Instruction

Assessment to Instruction: Using the WV SKILLS Instructional Goals and Objectives

As the instructional process is developed in West Virginia, ongoing monitoring of national movements and changes in Adult Education occurs. The ultimate goal, at the beginning of West Virginia’s curriculum project, was to provide opportunities for adult learners to gain the skills they needed to be successful at work, to be a contributing member of the community, as well as to gain the knowledge needed to become an effective family member. It is encouraging to compare the
WV curriculum goals to the national *Equipped for the Future* goals and delineate the similarities between the two programs.

The instructional goals and objectives included in the attachment 3.1.1.D.1 form the SKILLS (Securing Knowledge, Interests, Learning, and Life Skills) Curriculum for West Virginia's Adult Basic Education program. Within these instructional goals and objectives are those that make up the work-based component of the curriculum referred to as WorkSCANS.

Selection of specific goals and objectives to use in any given ABE classroom is based upon the goals and instructional needs of the adult learner. The process for identifying the objectives that will form the framework for instruction begins with assessment. West Virginia is presently using the Adult Basic Learning Exam (ABLE) as the statewide assessment instrument. However, statewide assessment field-testing is currently underway and will conclude in the spring of 1999. Three instruments are being evaluated by ABE teachers and volunteer tutors: TABE, CASAS, and AMES. Based on the recommendations of the field, either one assessment or a menu of approved instruments will be adopted for State use.

The flow chart included as attachment 3.1.1.D.2 illustrates the assessment-to-instruction process followed by teachers at the local level. Teachers administer the appropriate assessment to their students. In order to identify and select the objectives the student needs to master, the teacher must first use an assessment correlation guide developed for the specific assessment.
administered. The correlation identifies the objectives assessed on the test with the question numbers missed. Once these are identified the teacher can find the corresponding instructional goal(s) and objective(s) in the curriculum. The students’ programs of study are built around these objectives.

The teacher has the flexibility to choose the instructional approach that best suits the student’s needs. The teacher can choose from the learning activities included in the curriculum or from any number of sources that have been correlated to the curriculum. Using teacher-developed materials and activities is also a choice the teacher can make. In addition to providing periods of remediation, the teachers are beginning to emphasize teaching clusters of objectives through a project-based approach within a real-life context. Regardless of the route taken, once achieved, these objectives serve to provide accountability for the ABE program as well as documentation of the learning gains of the student.

Ongoing progress checks are made by the teacher to determine mastery of assigned objectives. Once a student masters the objectives indicated as areas of need, the verification of the mastery is placed in the student’s portfolio. However, if the objective/s are not mastered, the teacher makes modifications in the instructional process and continues to provide learning opportunities until the objectives are mastered. When all of the objectives in the student’s program of study are achieved, the student is referred to take the GED or employment entrance exams;
enroll in other educational programs; issued one of four Certificates of Mastery; referred to other placement type exams that would fulfill the student’s indicated goal(s); or exit the program for employment.
# SKILLS CURRICULUM OBJECTIVE LIST

**Skill Area: Thinking & Learning**

**Attachment:** 3.1.1.D.1

<table>
<thead>
<tr>
<th>Date Started</th>
<th>Objectives</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td></td>
<td>L.1.1 develop a model for decision-making that considers goals, constraints, consequences, and weighs alternatives.</td>
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<td>L.1.2 evaluate a situation and make an informed decision.</td>
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<td></td>
<td>L.2.1 identify and paraphrase pertinent information.</td>
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<td>L.2.2 identify similarities and differences in various situations.</td>
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<td>L.2.3 predict outcomes in various situations and conditions.</td>
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<td>L.2.4 create and express original ideas through creative imagination</td>
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<td>L.3.1 develop and test a hypothesis.</td>
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<td>L.3.2 classify information and ideas.</td>
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<td>L.3.3 make judgements based on pertinent information.</td>
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<td>L.3.4 use brainstorming and focusing techniques.</td>
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<td>L.3.5 develop a model of logical reasoning.</td>
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<td>L.4.1 identify personal learning styles.</td>
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<td>L.5.1 organize and complete an individualized study plan.</td>
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<td>L.5.2 define and develop a life-long learning plan.</td>
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<td>L.6.1 use study skills and learning techniques in various situations.</td>
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<td>L.6.2 use memory techniques.</td>
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<td></td>
<td>L.6.3 find and use appropriate informational resources.</td>
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<td>L.6.4 use appropriate test-taking skills.</td>
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<td>L.6.5 accommodate for personal learning styles.</td>
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<td>L.7.1 identify problems and propose possible solutions to those problems.</td>
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<td>L.7.2 develop solutions to identified problems.</td>
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<td></td>
<td>L.7.3 evaluate a solution to identified problems and suggest alternative solutions.</td>
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<tr>
<td></td>
<td>L.7.4 analyze and use problem-solving strategies and produce alternative solutions.</td>
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<td>L.8.1 read text and paraphrase selected passages.</td>
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<td>L.8.2 analyze a situation, statement, or process and identify component elements and relationships between whole and part.</td>
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<td>L.8.3 make comparisons by sorting and classifying.</td>
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<td></td>
<td>L.8.4 distinguish between inductive and deductive reasoning in order to make inferences.</td>
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<tr>
<td></td>
<td>L.8.5 assemble information to evaluate a situation.</td>
<td></td>
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</tbody>
</table>
Skill Area: English Language Arts

Reading

R.1.1 locate pertinent information.
R.1.2 read, interpret, respond to, or apply information from written material.
R.1.3 distinguish fact from opinion.
R.1.4 paraphrase a written passage.
R.1.5 summarize written material.
R.1.6 recognize bias in written material.
R.1.7 draw conclusions from and make inference about written material.
R.1.8 analyze the styles and structures of prose.
R.1.9 summarize visual material.
R.1.10 read and interpret memos, policies and procedures.
R.1.11 make an oral presentation using a newspaper or magazine article.
R.1.12 read and comprehend material for pleasure, school, work and work enhancement.
R.1.13 select an issue to research, draw oral or written conclusions and make a judgment on the issue.
R.2.1 read and comprehend information from charts, graphs, tables and maps.
R.2.2 apply information obtained from charts, graphs, tables and maps.

Writing

C.1.1 write legibly in manuscript and cursive forms.
C.2.1 correctly spell sight, phonetic and workplace words.
C.2.2 utilize correct punctuation rules when writing sentences.
C.2.3 utilize capitalization rules when writing sentences.
C.2.4 recognize and use correct parts of speech when writing.
C.2.5 demonstrate proficiency in sentence construction, including simple, compound, complex and compound-complex sentences.
C.3.1 record information accurately and completely.
C.3.2 create documents with language, style, organization and format appropriate to the subject, audience and purpose.
C.3.3 edit and revise writing for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

Listening

C.4.1 listen to and eliminate bias from an oral message (media).
C.4.2 listen to various forms of oral communication and respond appropriately.
C.5.1 identify and demonstrate appropriate non-verbal behavior in various situations.
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Speaking

C.6.1 identify the characteristics of effective verbal communication.
C.6.2 ask for information and explain the information to others.
C.6.3 prepare and present an oral presentation using visuals.
C.6.4 demonstrate willingness to ask questions and respond appropriately to others’ questions.
C.6.5 demonstrate a willingness to speak confidently about oneself and one’s own abilities.
C.6.7 offer and accept verbal feedback.

Skill Area: Team Building

T.1.1 recognize and explain a variety of feelings and the effect on co-workers.
T.1.2 give and receive feedback as a team member.
T.1.3 examine, explain and understand different personality traits and the effect on team building.
T.2.1 participate in a variety of group activities to identify individual differences among team members.
T.2.2 function as both a group leader and a member.
T.2.3 accept and carry out responsibility as a team member.
T.3.1 demonstrate the ability to manage oneself as a team member.
T.3.2 demonstrate the ability to teach others a new skill.
T.4.1 use the steps in the problem-solving process to solve given problems.
T.4.2 work with others to describe, diagnose, and investigate problems.
T.4.3 propose solutions to a problem.
T.4.4 design a plan of action to solve an issue.

Skill Area: Mathematics

M.1.1 identify place value
M.1.2 add whole numbers using both words and numerals.
M.1.3 subtract whole numbers using both words and numerals.
M.1.4 multiply whole numbers using both words and numerals.
M.1.5 divide whole numbers using both words and numerals.
M.1.6 use rounding and mental estimation in the problem-solving process.
M.1.7 solve single and multi-step word problems.
M.2.1 demonstrate knowledge of symbols and values of all U.S. coins and currency by completing specific activities.
M.2.2 use mathematical operations and estimation to solve selected problems using U.S. coins and currency.
M.2.3 interpret and calculate information given on sales tax, rebates and discounts.
M.2.4 compare and compute unit pricing.
M.2.5 interpret information on a pay stub to construct a personal and family budget.
M.3.1 identify, classify and interpret decimals.
M.3.2 convert decimals to fractions and vice versa.
<table>
<thead>
<tr>
<th>M.3.3</th>
<th>calculate using addition of decimals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.3.4</td>
<td>calculate subtraction of decimals.</td>
</tr>
<tr>
<td>M.3.5</td>
<td>calculate using multiplication of decimals.</td>
</tr>
<tr>
<td>M.3.6</td>
<td>calculate using division of decimals.</td>
</tr>
<tr>
<td>M.3.7</td>
<td>perform multiple operations with decimal fractions.</td>
</tr>
<tr>
<td>M.4.1</td>
<td>identify and classify fractions.</td>
</tr>
<tr>
<td>M.4.2</td>
<td>identify and calculate equivalent fractions.</td>
</tr>
<tr>
<td>M.4.3</td>
<td>convert common or mixed fractions to decimals.</td>
</tr>
<tr>
<td>M.4.4</td>
<td>add and subtract fractions.</td>
</tr>
<tr>
<td>M.4.5</td>
<td>multiply fractions.</td>
</tr>
<tr>
<td>M.4.6</td>
<td>divide fractions.</td>
</tr>
<tr>
<td>M.4.7</td>
<td>use a variety of materials to perform multiple operations of fractions.</td>
</tr>
<tr>
<td>M.5.1</td>
<td>convert percent to common, mixed and decimal fractions.</td>
</tr>
<tr>
<td>M.5.2</td>
<td>compute a percent using ratio and proportion (using the percent equation method.)</td>
</tr>
<tr>
<td>M.5.3</td>
<td>apply a percent in a context using money.</td>
</tr>
<tr>
<td>M.5.4</td>
<td>apply a percent in a context not using money.</td>
</tr>
<tr>
<td>M.6.1</td>
<td>compute using ratio.</td>
</tr>
<tr>
<td>M.6.2</td>
<td>compute using proportion.</td>
</tr>
<tr>
<td>M.7.1</td>
<td>perform given mathematical operations by using estimation, averaging, and other computation shortcuts.</td>
</tr>
<tr>
<td>M.8.1</td>
<td>calculate units of time using both words and numbers.</td>
</tr>
<tr>
<td>M.8.2</td>
<td>use and/or interpret information from measurement instruments such as rulers, scales, gauges and dials to solve problems in various situations.</td>
</tr>
<tr>
<td>M.8.3</td>
<td>define, compare and solve problems using the linear measurements of inch, foot, yard and mile.</td>
</tr>
<tr>
<td>M.8.4</td>
<td>define, compare, measure and solve problems using various units of measure such as ounces, cups, pints, quarts and gallons.</td>
</tr>
<tr>
<td>M.8.5</td>
<td>calculate and interpret information from the Fahrenheit scale and solve problems in various situations.</td>
</tr>
<tr>
<td>M.8.6</td>
<td>solve multi-step capacity word problems that involve any/all of the four basic math operations.</td>
</tr>
<tr>
<td>M.9.1</td>
<td>Measure and calculate problems using the metric system.</td>
</tr>
<tr>
<td>M.9.2</td>
<td>measure and calculate temperatures using the Celsius scale.</td>
</tr>
<tr>
<td>M.10.1</td>
<td>demonstrate a written and verbal knowledge of all kinds of tables, graphs, maps, and charts, and schedules.</td>
</tr>
<tr>
<td>M.10.2</td>
<td>interpret data from charts, graphs, and tables.</td>
</tr>
<tr>
<td>M.10.3</td>
<td>adapt knowledge to the development of charts, graphs, schedules and maps for daily living.</td>
</tr>
<tr>
<td>M.11.1</td>
<td>use and interpret information from measurement instruments such as rulers, scales, gauges, and dials.</td>
</tr>
<tr>
<td>M.11.2</td>
<td>calculate perimeter, length, width, height or weight of selected geometric shapes using whole numbers.</td>
</tr>
<tr>
<td>M.11.3</td>
<td>calculate linear measurement in given situations using rational numbers.</td>
</tr>
<tr>
<td>M.11.4</td>
<td>explain the relationship between length on a number line and absolute value.</td>
</tr>
<tr>
<td>M.12.1</td>
<td>recognize, describe, use and measure selected polygons, angles or linear dimensions.</td>
</tr>
<tr>
<td>M.12.2</td>
<td>solve problems involving geometric shapes, angles, and lines.</td>
</tr>
</tbody>
</table>
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M.12.3 use geometric formulas to solve selected problems.
M.13.1 identify, measure, and apply appropriate geometric formulas to calculate area and volume of selected shapes.
M.13.2 use the correct procedures for solving selected word problems under specified conditions.
M.13.3 solve problems using the Pythagorean Theorem with the aid of a calculator.
M.14.1 interpret data given in a variety of graphs.
M.14.2 demonstrate an understanding of probability terms.
M.14.3 interpret statements of probability.
M.14.4 understand and use formulas of permutations and combinations.
M.15.1 identify and use algebraic and geometric formulas to solve problems involving both words and numbers.

Skill Area: Goal Setting
Gs.1.1 distinguish between “needs” and “wants” by developing personal definitions of each.
Gs.1.2 examine factors defining realistic and unrealistic goals.
Gs.1.3 identify basic needs and develop an immediate plan for obtaining assistance in meeting needs.
Gs.1.4 establish short-term, mid-term and long-term goals including dates of expected completion.
Gs.1.5 identify factors which assist in goal achievement.

Skill Area: Organization and Time Management
O.1.1 prioritize and schedule a series of tasks.
O.1.2 develop a personal action plan involving management of time and resources.
O.1.3 determine the appropriate time and strategies to delegate tasks.
O.1.4 evaluate the effective use of time in relation to personal goals.
O.1.5 demonstrate knowledge of various methods for effective time management.

Skill Area: Technology
Tc.1.1 develop proper keyboarding techniques.
Tc.1.2 demonstrate knowledge of the entire keyboard using proper strokes.
Tc.1.3 demonstrate proficiency in typing straight copy on the computer.
Tc.2.1 demonstrate knowledge of computer operations by using educationally-oriented, computer-assisted software to improve basic skills.
Tc.2.2 identify the basic parts and functions of a computer.
Tc.2.3 demonstrate an understanding of productivity software (word processing, spread sheets, databases, and telecommunications) and operating systems.
Tc.2.4 demonstrate proficiency in the use of a word processor when given prepared documents (i.e. bolding, centering, setting margins, editing text, utilizing/changing fonts, etc.).
Tc.2.5 demonstrate proficiency in drafting documents relative to personal needs. (resumes, letters of inquiry, etc.) using proper layout techniques.
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Tc.2.6 create and input data into spreadsheet and database formats.
Tc.2.7 demonstrate knowledge of peripheral devices in relation to computer applications.
Tc.2.8 use Internet or electronic mail systems to send and retrieve information.
Tc.3.1 use a hand-held calculator for basic math calculations.
Tc.3.2 demonstrate proficiency in using a standard telephone, fax machine, and electronic mail (e-mail) to send and receive messages.
Tc.3.3 identify and/or show proficiency in using and troubleshooting common electronic tools and machines.

Skill Area: Multi-Cultural Awareness

Ma.1.1 recognize and use terms associated with cultural diversity.
Ma.1.2 demonstrate a knowledge of the diverse settings of American lives.
Ma.1.3 identifies various types of mis-communication and the resolution which is mutually satisfactory to all parties.
Ma.2.1 demonstrate an awareness of an respect for differences among individuals and groups in various social settings and on the job.
Ma.2.2 identify and demonstrate “culture-bound” vs. “culture-free” question styles.
Ma.2.3 identify and demonstrate “descriptive” vs. “judgmental” observations.
Ma.3.1 discuss various cultural perspectives of race, gender, and generational identity.
Ma.3.2 discuss factors of how the choice and use of language shapes the speaker’s/listeners reality.
Ma.3.3 recognize discriminatory behaviors and practices in self and others.
Ma.3.4 identify ways to alter discriminatory behaviors in self and others in the community, institutions and on the job.
Ma.4.1 identify and recognize effects and consequences of stereotyping (both positive and negative) with respect to race, gender, culture, disability, religion, age, and economic status.
Ma.4.2 define the characteristics and influences of a “role model” in various settings (home, educational institutions, employment).

Skill Area: Wellness and Safety

Ws.1.1 demonstrate knowledge of the appropriate steps to follow in an emergency situation.
Ws.1.2 demonstrate the ability to perform CPR and the Heimlich Maneuver.
Ws.1.3 demonstrate the ability to perform First Aid care in emergency situations.
Ws.2.1 demonstrate knowledge of behaviors that promote mental well-being.
Ws.2.2 develop an understanding of how emotions affect physical health.
Ws.2.3 identify programs and community facilities which promote emotional and mental wellness.
Ws.2.4 identify personal characteristics which are liked and disliked about self.
Ws.2.5 describe own personal attributes and relate them to past accomplishments.
Ws.2.6 develop personal definition of “self-concept” and “self-esteem”.
Ws.2.7 evaluate self-defeating behaviors and improve positive thinking ability.
Ws.2.8 create a five-step plan for improved self-esteem.
Ws.2.9 identify and decide how to access one’s own support system that involves family, friends, affiliations and community agencies.
Ws.2.10 define the term “self-actualization” as stated in Maslow’s Hierarchy of Learning.
Ws.2.11 explain how a support system strengthens goal achievement, decision-making.
and self-esteem.

Ws.3.1 identify nutritional foods to increase energy and good health.
Ws.3.2 plan and exercise program to promote good health.
Ws.3.3 develop a personal action plan for regular health maintenance.
Ws.3.4 explain how drugs affect the body, mind and behavior.
Ws.3.5 identify the dangers of sexually transmitted diseases.
Ws.3.6 identify and discuss the effects of the five most commonly abused drugs.
Ws.3.7 identify conditions where there is potential for electrical hazards.
Ws.3.8 identify and explain how to safely store hazardous materials.
Ws.3.9 develop an understanding of the safety standards established by OSHA and other regulatory agencies.
Ws.3.10 identify the nature and importance of appropriate dress for various situations.
Ws.3.11 develop a plan for routine personal hygiene and grooming and keep a record of its implementation.
Ws.3.12 identify and describe various communicable diseases.
Ws.3.13 identify the different types/specialties of health care providers and facilities.
Ws.3.14 read, define and utilize vocabulary related to health care.
Ws.3.15 describe different forms of medical payment (insurance, Medicaid, Medicare).
Ws.3.16 identify community and government resources for accessing medical care for economically disadvantaged individuals.
Ws.3.17 identify health care resources in the community.
Ws.3.18 categorize local health care resources according to services provided.
Ws.3.19 given a specific illness, select an appropriate health service.
Ws.3.20 complete medical forms requesting information on a complaint, payment source, etc.
Ws.3.21 identify patient rights, such as the right to play an active part in selecting a treatment plan, the right to patient confidentiality and payment issues.
Ws.3.22 demonstrate an understanding of the difference between “acute” and “non-acute” health problems.

Skill Area: Career Planning

Cp.1.1 evaluate personal career interests, aptitudes, and work history and educational history.
Cp.1.2 utilize labor market information to identify and research selected jobs.
Cp.1.3 identify a realistic career goal and outline a plan of action including education or training required to achieve that goal.

Skill Area: Personal Work Attributes

Pwa.1.1 demonstrate effective work practices.
Pwa.1.2 demonstrate personal hygiene and good grooming.
Pwa.1.3 understand effective work behaviors.
Pwa.1.4 exhibit positive work attributes.

Skill Area: Employee Rights

Er.1.1 identify the rights and responsibilities of both the employer and employee.
Skill Area: Job Search Skills

Js.1.1 identify job lead sources.
Js.1.2 complete an employment application correctly.
Js.1.3 develop an effective and marketable resume.
Js.1.4 identify and demonstrate successful interviewing strategies.
Js.1.5 write employment letters (cover application and thank you).
Js.1.6 identify proper telephone etiquette for communicating with potential employers.

Skill Area: Unemployment Survival

Us.1.1 identify agencies in the local community that provide unemployment services.
Us.1.2 develop a “survival budget”.
Us.1.3 identify coping skills needed to deal with negative emotions that result from unemployment.
Us.1.4 complete an unemployment application correctly.

Skill Area: Personal Management

P.1.1 identify and access community agencies and services.
P.1.2 match problematic situations with appropriate service agencies.
P.2.1 identify various personality types.
P.2.2 identify and demonstrate appropriate behaviors for selected social situations.
P.2.3 demonstrate appropriate responses to anger and criticism.
P.2.4 develop a personal behavior management plan for selected social settings, including work.

Skill Area: Family Relationships and Parenting Skills

F.1.1 identify and use reasoning skills to solve problems in scenarios involving families.
F.1.2 differentiate between technical, communicative and practical problems.
F.1.3 predict consequences of making “reasoned” vs. “non-reasoned” decisions.
F.1.4 distinguish between reliable and unreliable sources of information.
F.1.5 debate family issues from different value positions.
F.1.6 use practical reasoning skills to solve problems of parenting.
F.1.7 evaluate family decisions for ethical considerations.
F.2.1 relate marriage readiness and mate selection to parenting success.
F.2.2 analyze the meaning of “parent” and “parenting” and identify parental concerns.
F.2.3 analyze roles and responsibilities associated with parenting.
F.2.4 demonstrate an understanding of how parental self-esteem affects the parenting role.
F.2.5 identify the costs and rewards of being a parent.
F.2.6 determine factors involved in readiness for parenting.
F.3.1 identify methods of coping with emotional changes during pregnancy.
F.3.2 determine methods of maximizing the physical health of the mother and fetus during pregnancy.
F.3.3 identify and explain postnatal family adjustments and coping strategies.
F.3.4 relate the bonding process to parent/child relationships and infant development.
F.4.1 identify realistic parental expectations for children.
F.4.2 plan ways to meet the food, play, health and safety needs of infants, toddlers,
preschool and school-age children.

F.4.3 relates the development of children (toddlers, preschoolers and school-age) to meeting their needs.

F.4.4 identify the nutritional needs of children.

F.4.5 plan methods to enhance the development of children through play and activities.

F.5.1 describe goals for guiding children and distinguish among guidance, discipline and punishment.

F.5.2 explain the effects of selected parenting styles on children.

F.5.3 identify and define theories of psycho-social development and human needs and explain their relationship to guiding children's behavior.

F.5.4 demonstrate an understanding of “pro-social” and “moral reasoning”.

F.5.5 demonstrate guidance and discipline techniques that promote positive behavior, encourage self-discipline and enhance self-image and parent/child relationships.

F.5.6 identify and define major transitions from birth to adolescence and describe how developmental level affects guidance and discipline.

F.5.7 define causes and effects of child abuse and identify solutions.

F.6.1 define “family” and compare various family structures.

F.6.2 explain the influence of relationships and culture on parenting style.

F.6.3 describe effective coping mechanisms for special parenting circumstances.

F.6.4 describe how parents can teach financial management.

F.6.5 plan and develop family enrichment activities.

F.7.1 categorize problems related to parenting and describe sources of community assistance.

F.7.2 identify family support systems and select sources of help for given parenting problems.

F.7.3 develop criteria for evaluating child care alternatives.

F.7.4 demonstrate an understanding of the interrelationships between parents and society.

Skill Area: Science

S.1.1 define science as a process of observations and testing to provide explanations, evidence, and a sense of inquiry.

S.2.1 use the scientific process to solve problems.

S.2.2 design and conduct a proper experiment.

S.3.1 use scientific processes to conduct explorations.

S.3.2 engage in hands-on investigations and use active inquiry.

S.4.1 develop interdependent themes (including systems, changes, and models), and demonstrates an understanding of biology, earth science, chemistry, and physical science concepts.

S.4.2 demonstrate knowledge of the organs and systems of the human body.

S.4.3 explain Newton’s Law of Motion.

S.4.4 explain atoms and molecules.

S.4.5 demonstrate knowledge of cycles in the environment.

S.4.6 demonstrate knowledge of principles and patterns of genetics.

S.4.7 demonstrate knowledge of transformation of energy.

S.4.8 demonstrate knowledge of ecosystems.

S.4.9 demonstrate knowledge of the use and value of natural resources.

S.4.10 demonstrate knowledge of geology.
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Skill Area: Social Sciences
Law and Citizenship

Lc.1.1 describe the process involved in obtaining U.S. citizenship.
Lc.1.2 identify the responsibilities a citizen should accept as a contributing member of a community.
Lc.2.1 identify and describe steps in the process involved in becoming a registered voter.
Lc.2.2 distinguish between primary and general elections.
Lc.2.3 discuss offices, candidates and issues that are part of the (local, state and national) election process.
Lc.2.4 demonstrate an understanding of the electoral college process.
Lc.3.1 identify and distinguish between various styles of government at the local, state, and federal levels.
Lc.3.2 compare and contrast the social and economic impact of various types of government and discuss the advantages and disadvantages of each.
Lc.3.3 demonstrate an understanding of the structure of government at the local, state and federal level.

Behavioral Sciences

Bs.1.1 demonstrate an understanding of the basic principles of psychology.
Bs.1.2 explain how primary needs for survival and well being strongly influence behavior.
Bs.1.3 distinguish between innate and environmental factors that influence personality traits.
Bs.1.4 explain how traditional beliefs influence personal attitudes, personal roles, and shape stereotype opinions.
Bs.2.1 demonstrate an understanding of the basic principles of sociology.
Bs.2.2 describe how human behavior is affected by belonging to or identifying with a particular group.
Bs.2.3 explain the socialization process.
Bs.2.4 define “social stratification” and describe how such division perpetuates social classification and behaviors.
Bs.2.5 identify and describe social and cultural changes in U.S. society.
Bs.3.1 recognize and explain the basic concepts of anthropology.
Bs.3.2 identify characteristics of human culture in general.
Bs.3.3 compare and contrast U.S. culture and that of other given societies.
Bs.3.4 define culture diversity in U.S. society.

Economics

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Ec.1.1 demonstrate an understanding of economic information and statistics.
Ec.1.2 interpret information pertaining to economic issues and trends.
Ec.1.3 interpret information on world economic systems.

History

H.1.1 demonstrate knowledge of historical events, issues, and trends of the Native American People and the Colonial Period.
H.1.2 identify, describe, and sequence historical events during Expansion Era of the U.S.
H.1.3 identify, describe, and sequence historical events during the Civil War and Reconstruction Era.
H.1.4 identify, describe and sequence historical events during the growth of industry in the United States.
H.1.5 demonstrate knowledge of the role of the U.S. as a world power.
H.1.6 identify, describe and sequence historical events during WWI, WWII, the Korean War, Vietnam War, and Desert Storm.
H.2.1 identify, describe and sequence events in other countries that influenced U.S. ideals.

Geography

G.2.1 identify and describe geographic regions of West Virginia.
G.2.2 identify and describe geographic regions of the United States.
G.2.3 research and report on the natural resources within geographic regions of the United States.
G.2.4 identify and compare population trends in the geographic regions of the United States.
G.2.5 identify and compare the major cultural and geographic regions of the world.
G.2.6 identify and describe the natural resources and their prominent locations in the world.
G.2.7 identify and compare environments and their populations.

Attachment 3.1.1.D.2
Methods of Instruction

A balanced mix of instructional methods is important to meet the diverse learner needs. Each learner has preferences regarding how he or she learns best. Learning style inventories and questionnaires help to determine these preferences and are an integral element of an effective assessment process. Teachers are expected to provide a variety of instructional methods that are suited to tactile/kinesthetic, auditory, and visual learning styles and which link instruction to specific competencies and objectives in order to document skill attainment. Some of the methods of instruction commonly used in ABE include the following:

- large group - The instructor plans and directs activities to meet the needs of a large group or sometimes the whole class. A majority of learners participate, but some may choose individualized study instead. Large group activities are appropriate when they foster a sense of community in the classroom by starting classroom assignments together; provide instruction in a particular subject area required by the majority of learners; lesson content is at an appropriate level for all the learners included in the group; and the instructor varies delivery of content to include visual, auditory, tactile, and kinesthetic input and output alternatives.

- small group - Material is presented to a small number of learners that are either on a similar learning level or are participating with a specific purpose in mind. Small group activities are appropriate when the instructor needs to teach specific skills to
part of the larger group; several learners are interested in the same subject but others are not; certain learners need more opportunities to participate in a group but are intimidated by a large group setting; certain learners prefer to work in a group versus individually; and successful learners are given opportunities to model strong skills or good study habits to learners who have weaker skills.

• cooperative learning - Learners of all abilities and backgrounds work together toward a common goal. Each group is responsible for a part of the learning process and offers feedback, support, and reinforcement to the others. A variety of grouping strategies and techniques are employed (i.e., round table, corners, color-coded co-op cards, simulation, jigsaw, pairs, etc.) Cooperative learning is appropriate when group work is perceived as an important job skill for the work place; cooperative behavior needs to be promoted in the classroom; classroom activities and lesson content are structured so learners see each other as resources and students are willing to learn from peers as well as from the instructor; and independent learners are allowed to work alone at times.

• project-based - Learners explore a chosen theme as part of a mini-class, longer unit or year-long class emphasis. Researching the theme and preparing to present the information involve a range of skills across the curriculum. Project-based instruction is appropriate when the entire group selects a theme of importance to
them; everyone is included in the completion of a finished product, but each learner is allowed to select a task based on his or her ability and interest; learners actively initiate, facilitate, evaluate, and produce a project that has meaning to them; the classroom environment is comfortable, risk-free, and promotes learner discussion without fear of criticism; and a context for new learning and cross-curricular integration are provided.

- **computer-assisted** - The learner receives instruction and practice by means of the computer which is used as a tool in teaching basic skills or knowledge. Computer-assisted instruction is appropriate when it is seen by the learner as necessary to function in today’s world; the learner likes privacy and prefers to control the content and pace of learning; the learner needs feedback which demonstrates success and boosts self-esteem; flexibility in the length and scheduling of study time is necessary; and learners require multi-media input and practice in order to learn.

- **one-on-one/tutorial** - The instructor, a volunteer tutor, or a student peer tutor works with one learner at a time, usually in a subject area in which a particular learner needs intensive individual instruction. One-on-one/tutorial instruction is appropriate when the individual’s skill levels are too low for the learner to work without assistance; when the individual’s strong personal preference for this type
of instruction is shown in the learning style inventory; and when an individual learner is not singled out in a negative way.

- individualized study - The learner and instructor create a plan of action to reach the learner’s stated goals. The learner works somewhat independently at his or her own pace checking with the instructor at stated intervals and asking for help when needed. Individualized study is appropriate when the learner tends to be independent and self-directed; needs instructional support but not constant instructor contact; and works well in an individual study format.

- field trips - The learner is engaged in educational activities anyplace other than the regular classroom. Field trip activities are appropriate when all learners who are interested have the capacity to participate (cost/time factor is not prohibitive), learners can benefit from hands-on and experiential learning; and what is planned, prepared, debriefed, and evaluated is connected to the learners’ plan of study.

- guest speakers - Someone other than the regular instructor speaks about a topic relevant to curriculum. Guest speaker activities are appropriate when the speaker’s expertise fits into class objectives; time and format offered by the speaker are compatible to class needs; a variety of different teaching styles and perspectives are provided; and the speaker’s exposure to the ABE population will help to link the class with other agencies and their services.
• experiments - Learners engage in hands-on experiences in order to test hypotheses. Experimental activities are appropriate when what is planned is connected to class objectives; hands-on learning is necessary for the kinesthetic learners; and textbook explanations need to be applied in order to be understood.

• work-based learning - Learners engage in applied instruction directly related to specific skills and knowledge required for a selected career cluster or job. A task analysis is often conducted to determine the necessary skills. Class instruction is often accompanied by job shadowing at the worksite. Work-based learning is particularly appropriate for learners who are planning on entering the workforce or who are in need of upgraded skills in order to maintain or to advance in an existing job.

Integration of Technology

ABE programs across the state utilize a variety of technology-based instructional strategies and techniques including computer-assisted instruction (CAI), Internet, e-mail, brainchild, videos, and audio tapes.

• CAI – Computer assisted instruction is the most commonly used technology-based instructional strategy being used by the ABE practitioners. Programs across the state are provided funding to purchase software to meet the needs of their individual programs. Programs that have limited access to computers, or
who have a specific need for a short period of time, are encouraged to borrow software from the ABE Software Lending Library at RESA IV. The library consists of software programs ranging from drill and practice to program management. Some of the software packages available include: literacy (reading), Pre GED, GED, basic skills, productivity software, typing, introduction to technologies, workplace skills, etc. In order to assist the part-time program that does not have access to computers in their classrooms, multi-media laptops are available through their ABE Regional Coordinator. All curriculum areas are addressed through the software programs available on the laptops with the exception of pre-literacy. If a program has a specific need for pre-literacy software, he/she is to contact the ABE Technology / Special Projects Coordinator to arrange for use of a specific program to address the need.

• Internet – The Internet is being used in many of programs as a research tool as well as a teaching tool. Professional development sessions on how to effectively incorporate the Internet into the ABE curriculum have been available for practitioners across the state for the last three years and will continue to be available in the future. Programs are encouraged to share sites and Internet-based learning activities via the ABE Homepage. West Virginia’s ABE homepage maintains a list of “links” which ABE practitioners feel useful. This list is
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periodically updated based upon recommendations from the ABE practitioners across the state.

- **E-mail** – E-mail is being used in the ABE classroom as an instructional strategy for interpersonal communication skills. The various ways e-mail is being utilized include: CU-SeeMe, Keypals (e-mail equivalent of a pen pal) and Internet Relay Chat.

- **Brainchild** – The brainchild is a handheld device (similar to the Sega Game Gear used by millions of children) which has educational cartridges and is used primarily in the part-time class. The Brainchild is available for part-time programs across the state through their local ABE Regional Coordinator. Some of the curriculum areas addressed include: Writing, SAT/ACT preparation, Science, Basic Math, Algebra, Communication Skills and Social Studies.

- **Videos and Audio Tapes** – Videos and audio tapes are utilized in the classroom by all programs regardless of the size. This type of technology is used as an individualized instructional strategy as well as one with the large group. In order to effectively utilize this type of technology, student activities precede, are used in conjunction with, or immediately follow the use of video and audio tapes. A variety of videos and audio tapes is available for loan from the WV Curriculum Technology Resource Center.
Special Learning Needs

ABE has developed and implemented a system for serving adults with learning disabilities and other special learning needs. Under the leadership of its Professional Enrichment for Educational Renewal (PEER) program, West Virginia has provided extensive training to adult education and literacy practitioners in awareness of learning disabilities, attention disorders, and other special learning needs and has assisted these practitioners in establishing collaborative relationships with local professionals, agencies, and organizations through special learning needs “implementation meetings.”

Most of the state’s full-time ABE and WV Works teachers, as well as some of the part-time teachers and volunteer literacy providers, have completed 48 hours training in this area since the regional training plan was initiated in 1995. These adult education practitioners can:

• Use the Payne Learning Needs Inventory (LNI) to screen at-risk learners enrolled in basic skills or literacy programs;

• Identify the student’s learning strengths and weaknesses, develop classroom strategies, and design reasonable accommodations for those with special learning needs;

• Identify important agencies and individuals in their communities to assist in establishing a local network of service providers to serve adults with special learning needs;
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• Refer learners, when necessary, to appropriate professionals for specific assessment, diagnosis, and evaluation services; and

• Assist learners in obtaining testing accommodations for the GED and other exams.

Credentialing

ABE endeavors to provide adults not only with the opportunity to acquire life-long learning experiences, but also with opportunities to document those for future training and/or employment.

The West Virginia GED Diploma (West Virginia High School Equivalency Diploma) is one viable option which a student may choose to prove his/her attainment of core foundations to an employer or institution of higher learning. The West Virginia GED Diploma is titled “equivalency” to assert its applicability with that of a high school diploma in both the work place and in continuing education.

The External Diploma Program is an additional option by which an adult may document his/her mastery recognizable learning objectives. This West Virginia High School diploma provides the recipient with a tangible record to document mastery of important life skill competencies.

In addition to these two nationally-recognized credentials, ABE offers four Certificates of Mastery: Basic Skills, Job Readiness, Work Foundations, and Career Readiness. These certificates
permit ABE students to document educational progress both enroute to a diploma and enroute to further training or employment. The West Virginia Certificates of Mastery are being recognized by business and industry as indicators of mastery of both academic and vital work process skills.

**General Educational Development (GED) diploma**

The West Virginia Department of Education issues a high school equivalency diploma for GED Examinees who acquire a minimum of 40 on each of the five subtests and a total score of 225 points.

GED testing in West Virginia is provided at sixty-two testing centers statewide. In addition, there are over one hundred addendums for satellite sites which were established to meet the need of the State’s primarily rural population. GED Testing is available on at least a monthly basis in thirty-eight of the sixty-two centers. The centers which test monthly are geographically balanced. Of the twenty-six centers which do not test monthly, eight are federal, state, or regional government offices (i.e. Rehabilitation Centers, the State Department of Education, Regional Education Services Agencies, etc.) The remaining eighteen centers are very rural ones and test on at least a quarterly basis.

In order to encourage West Virginia citizens to pursue a General Education diploma, to participate in life-long learning activities and/or to continue with further educational pursuits, free GED testing for all eligible citizens is sponsored by the West Virginia Department of Education. This statewide program allows citizens, who may not be otherwise able to afford GED testing,
access to the program. In the past three years, nearly 2,000 West Virginians have benefitted from this program. Additionally, vouchers are also offered to public assistance recipients through the WV Works (TANF) programs. In many counties there are also cooperative programs sponsored by local education agencies or by business and industry to defray the cost of GED testing.

Another program to assist GED graduates in pursuing further education is the GED/EDP Scholarship Program offered cooperatively by the West Virginia Governor’s Council on Literacy, the West Virginia Literacy Foundation and supported by the West Virginia Department of Education. This program is designed to assist qualified GED and EDP graduates in continuing their education at any in-state institution of higher learning (which is eligible to disburse federal financial aid). The $1,000 annual college scholarships are awarded based on financial need and GED/EDP performance.

**External Diploma Program**

The EDP is a program which allows adults 25 years of age and older to earn a high school diploma. The EDP is an applied-performance, competency-based assessment program that credentials adults who have acquired high school level abilities through their life and job experiences. The EDP allows adults to demonstrate their abilities in a series of simulations that parallel job and life situations, to be evaluated against an established criteria of performance instead of by comparison with others, to take responsibility for acquiring instruction through existing community resources, and finally to demonstrate mastery of sixty-five required
competencies, including an occupational or specialized skill, without stepping inside a classroom. The skills demonstrated through the EDP process are those needed by a competent adult functioning in the modern world.

West Virginia offers the EDP in five locations: Cabell County, Kanawha County, James Rumsey Technical Education Institute (Berkeley County) and Monongalia and Preston Counties. Approximately thirty-to-fifty adults per year earn a high school diploma in the EDP. There will be a possible expansion of the EDP program during the next five years if training can be provided, if counties are interested in offering the program and if there are funds available.

**ABE Certificates of Mastery**

The WVSKILLS curriculum contains a work-based component known as WorkSCANS. This portion of the curriculum contains the competencies and objectives that have been identified as essential to successful employment. A credentialing process has been developed to validate mastery of these objectives. Four Certificates of Mastery have been developed and marketed to students and the business community. These certificates include the Basic Skill Certificate, Job Readiness Certificate of Mastery, Work Foundations Certificate of Mastery, and the Career Readiness Certificate.

The Basic Skills Certificate requires students to score a minimum of eighth grade level on the reading, math and language tests of the ABLE (level 2 or 3 only). Additionally, the student
must demonstrate mastery at 80 percent accuracy of the objectives listed on the certificates in writing, listening, speaking, and thinking skills. The thinking skills include separate checklists on Creative Thinking, Decision Making, Problem Solving, Learning Skills and Reasoning.

The Job Readiness Certificate of Mastery requires that the student must demonstrate at an 80 percent accuracy level the objectives in at least five of the six Job Readiness competency areas (Goal Setting, Career Planning, Personal Work Attributes, Employee Rights and Responsibilities, Job Search and Unemployment Survival).

In order to receive the Work Foundations Certificate of Mastery, the student must demonstrate at an 80 percent level of mastery the objectives listed on checklists in at least four of the five Work Foundations competency areas (Organizational and Time Management, Team Building, Technology, Multi-cultural Awareness and Wellness and Safety).

Earning a Career Readiness Certificate requires that the student demonstrate mastery at an 80 percent accuracy level for the objectives listed in at least nine of the eleven Job Readiness and Work Foundations competency areas. Also, those students who possess a high school diploma or GED at program entry are required to demonstrate mastery at an 80 percent accuracy level for those objectives listed on checklists in writing, listening, speaking and thinking skills as well as score a minimum of twelfth grade on the reading, math and language tests of the ABLE (level 2 or 3 only). Those students who do not possess a high school diploma at program entry, must successfully complete the GED test or the External Diploma during their participation in the
program as well as meet all the other requirements for the Career Readiness Certificate.

The credentialing process includes a verification of completion procedure that requires teachers to maintain the standardized checklists, developed for the curriculum, in the student portfolio. Teachers must also maintain a copy of the completed checklists with their class files. Once a student has met the established requirements for a certificate of mastery, the teacher completes a verification form and sends it to his/her Regional Adult Education Coordinator and forwards a copy to the State ABE Office. Communication between the State ABE Office and the Regional Coordinator’s office verifies that all documentation is in order, and the requested certificate is completed and mailed to the Regional Coordinator for distribution to the teacher.

In order for a teacher to be eligible to issue a certificate they must complete a twelve hour training course provided by the State ABE Office. Re-certification training will be required in order to maintain validity of the certificates. Additionally, the basic skills certificate is being reviewed for possible modifications that will provide a means to award learner gains within specified levels.

3.1.1.E Student Retention and Follow-Up

Serving Adults... Showing Results involves strong student retention to make sure learners receive all of the services they need and desire as well as thorough follow-up to document the impact of participation. To assist in this effort, local programs receive training through PLANET MARS, a specialized two-part workshop on student recruitment and retention. The training
emphasizes four main goals:

- **Ensure that students remain in the program until they meet their goal(s).**
  
  Identify at-risk students within each program; determine those students who are at the ‘danger’ level, ‘high risk’ level, and ‘moderate risk’ level; and develop interventions to incorporate into the program.

  Form a Student Retention Team (SRT) to be responsible for retention of students within ABE programs. This involves inviting community leaders, businesses, mental health professionals, counselors, school personnel, students, etc. to become part of an SRT as outlined in PLANET MARS to take on the responsibility of follow-up for non-completers, for identifying at-risk students, and for providing intervention services, etc.

  Develop an Individual Retention Plan (IRP) within each program by designing an IRP according to the needs in each program as outlined in PLANET MARS.

- **Provide access to appropriate intervention/support services.**
  
  Establish a network of community agencies to assist students with major crises, mental health conditions, and major career decisions. This can be accomplished by contacting agencies to introduce the ABE program; have guest speakers from the agencies; refer students; and post names, addresses, and phone numbers of the
various agencies for use by students within the classroom.

- **Determine the effectiveness of program participation.**
  - develop a system of follow-up activities on students after exiting the program (completers and non-completers) by collecting hard data to document reasons for termination and student outcomes, i.e. employment, further education/training, etc.

3.1.1.F Instructional Personnel

**Teacher Certification:**

All teachers employed in the ABE program must possess:

- a valid West Virginia teaching certificate, or
- an up-to-date Adult License.

In compliance with State Board Policy 5202, the Adult License is issued for a five-year period in the following manner:

- **Original Issuance**
  The applicant must have completed a minimum of a bachelor’s degree with an overall “C” average.

- **Renewal**
  The applicant must submit evidence of: a) six (6) semester hours of credit in courses prescribed for the Professional Teaching Certificate or credit in a program
of adult education subsequent to the issuance of the license being renewed, and within the five (5) year period immediately preceding the date of application; b) the recommendation of the county superintendent; and c) fifteen (15) clock hours of ABE staff development inservice activities.

The goal of the State ABE Office during the five-year period of the State Plan is to develop and enact an ABE-specific certification and endorsement process. Initial linkages have been made with the State Certification Office and will continue until the issue is adequately addressed. National ABE teacher standards developed via PRO-NET will be used as the core indicators for the certification development process.

**Professional Development and Inservice Standards**

ABE teachers must be committed to promoting their own professional growth. All new teachers must complete a minimum of nine (9) hours of preservice training conducted by an approved PEER Trainer prior to the first class session. In addition, all teachers must complete varying hours of annual inservice activities, depending on their teaching status (i.e., part-time versus full-time). Annual inservice standards for full-time teachers consist of twelve hours of core selections and electives. Part-time teachers employed seven or more hours/week must complete a minimum of six hours of core selections and electives annually. Part-time teachers employed less than seven hours/week must complete three hours of inservice annually.

Inservice activities include a variety of options for professional development, such as
training workshops, self-directed learning, practitioner research, etc. Teachers use these options to develop individual staff development plans that best meet their needs. (Refer to Plan Section 12.1.1. - Staff Development for a full explanation of inservice requirements, available options, and core inservice sessions.)

**Teacher Evaluation**

Effective staff performance is measured annually through student ratings and formalized personnel evaluations. Programs are encouraged to gain continual and direct feedback from the learners regarding the quality of instructional services. Student questionnaires and telephone surveys are often used to obtain such feedback.

**Instructional Aides**

Programs with significant enrollment may utilize their funding to employ instructional aides to assist the teacher in the classroom. Functioning under the supervision of the teacher, the aide can provide instructional assistance to individual learners; assist with assessment and tracking of educational progress; provide information and resolution of barriers to participation such as child care and transportation; oversee computer-assisted instruction; conduct student follow-up to determine participation impact; and perform other duties that enhance the educational environment.

**Volunteer Tutors**

Close coordination with local volunteer literacy programs is strongly encouraged. Two
nationally-affiliated volunteer programs, Literacy Volunteers of America-West Virginia and West Virginia Laubach Literacy, provide specialized training to assist volunteers with serving literacy and beginning level adult learners. To provide greater intensity of services to adults in greatest need, an integrated learning approach is recommended that combines the resources and skills of both ABE teachers and volunteer tutors. This collaborative system allows the adult learner to participate in specialized reading programs accompanied by one-on-one instruction by a volunteer tutor. Tutoring may occur at the class site or at another location convenient for the learner and tutor.

3.1.1.G Physical Setting

The physical environment of the educational setting must be conducive to learning and responsive to student needs. Classes are often held in a variety of settings to provide greater convenience and accessibility to adult learners. Such locations include community buildings, libraries, public schools, churches, community colleges, or worksites. Regardless of the physical location, it is important that adult learners feel comfortable, safe, and eager to attend class. The class site should be adult-friendly and have the following provisions should be/have:

- large enough to accommodate students
- accessible to handicapped
- adequate heating and cooling
- adequate number of tables and chairs, designed for adults
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- available storage space
- locking file cabinets
- clean restrooms
- safe parking area
- adequate indoor and outdoor lighting
- access to a private setting for student interviews/counseling
- access to a telephone, and
- visible signs or directions to the class location.

These provisions are carefully documented during on-site evaluations. Action to address non-compliance or a change of class location will be recommended for any class site not meeting the standards.

3.1.2. Specialized Adult Education and Literacy Programs

3.1.A Distance Learning

Distance learning is designed to serve those individuals who cannot or will not attend a typical Adult Basic Education class. Various components of distance learning include: TVABE, video teleconferencing, E-mail, Internet/WEB TV.

- The TVABE program is structured so that students who call the Adult Education Hotline are assessed and then mailed the appropriate schedule and books for one of the four television series available – Another Page (pre-GED reading), Math Basics (pre-GED...
math), GED on TV (GED preparation), and Skills for the Workplace (workplace
education series). Follow-up letters and telephone calls are made throughout the period
of study, and a post-test is given to all students in the academic modules. When students
successfully complete the post-test, they are mailed a voucher to pay for the GED tests at
their GED Testing Center. Short-term programming is offered for limited English
proficient adults through the airing of Crossroads Café and English Works when air-time
is available. The TVABE program will also add the new Kentucky Educational
Television (KET) workplace series to its lineup if resources are available through State
funding or receipt of grants.

Retention and follow-up are key components to the distance learning project.
Wrap-around sessions will be incorporated to provide assistance immediately following
the airing of the TVABE series. Supplemental materials are sent to students to assist in
areas of difficulty, periodic phone calls are made to students, tutoring and counseling is
provided via the Adult Education Hotline, and GED fees are covered through money
raised through grants. A student newsletter is published yearly which offers success
stories, tips on test-taking, information on ‘life after GED’, student loans available, etc. A
ninety-day follow-up is done for students who have recently completed the course and
follow-up is conducted on students from the previous fiscal year. Progress is
documented regarding attainment of work, continuation of education, and removal
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public assistance, etc.

*Project Second Chance* is another component of TVABE. This provides marketing and outreach activities for the program. It consists of grant writing, live student celebration / recruitment telethons done periodically, and demonstration projects such as the REAL project described below.

- In coordination with Regional Education Service Agency VII (RESA VII) and its Regional Electronic Alternative Learning (REAL) Center, TVABE provides an interactive component to select students through video computers and software. This project will be replicated and expanded during the next five years.

- Internet-based student projects will be available for students periodically throughout the year. Students will be assessed and provided appropriate independent lessons/learning activities to complete and return via e-mail to their instructor. Lessons/activities will be reviewed and feedback provided as necessary.

- Video teleconferencing will be utilized to provide instruction for special topic areas to students in the more rural portions of the state. An appropriate needs assessment will be developed and utilized to determine topics and locations for the classes.

Additional plans for West Virginia distance learning include incorporating a video check-out system for student use and providing loaned laptop computers for student use.

**Goal 1:** To provide a variety of educational alternatives in academic, social, and workplace skills for adult students outside the traditional classroom setting via distance learning
(using a form of technology to form a two-way communication between a student and an instructor).

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain utilization of <strong>programmed materials</strong> produced by Kentucky Educational Television (KET) for students outside the classroom setting.</td>
<td>2000</td>
<td>Maintain rapport with WVPT to assure availability of air-time. Renew two-year broadcast rights for <em>GED on TV</em> and <em>Another Page</em>. Utilize the <em>GED on TV</em>, <em>Another Page</em>, and <em>Math Basics</em> series.</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>Maintain rapport with PBS to assure availability of air-time for each series. Purchase five-year broadcast rights for KET’s new workplace series. Utilize the <em>GED on TV</em>, <em>Another Page</em>, <em>Math Basics</em>, and new workplace series.</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>Produce a <em>Project Second Chance</em> telethon to introduce <em>Crossroads Cafe</em>. Continue broadcasting of <em>English Works</em> and begin broadcasting of <em>Crossroads Cafe</em>.</td>
</tr>
</tbody>
</table>
3. Provide **interactive** programming for adult students outside the classroom setting.

   - **2000**
     - Utilize *Step-Star* (or similar interactive programs) statewide via PBS.
     - Research interactive programs available via internet.
     - Purchase WEB TV boxes for pilot sites as an alternative to video (TV).

   - **2001**
     - Utilize *Step-Star* (or similar interactive programs) statewide via PBS and local cable stations to reach students in very rural areas.
     - Include interactive series in the telethon.

   - **2002-2004**
     - Utilize *Step-Star* (or similar interactive programs) statewide via PBS to reach students in very rural areas.

4. Provide **computer-assisted instruction** for adult students outside the classroom setting for those who have access to the proper technology.

   - **2000-2004**
     - Continue REAL Project through RESA VII.

     Research available, cost-effective computer software and instructional videos.

     Provide software and videos on a ‘check-out’ basis to students who meet requirements. Appropriate technical support will be available to the student(s) utilizing two-way video and audio conferences and/or telephone support.
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- Develop and utilize an assessment system to determine if distance learning is appropriate for individual students, making the appropriate referrals / enrollments.

5. Provide Internet based student projects for selected ABE students. 2000-2004
- Develop and provide a minimum of one Internet based student project for selected ABE students.

Goal 2: To provide outreach and support services to students participating in non-traditional classes to assure they remain in the program until they meet their goal(s).

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
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</thead>
<tbody>
<tr>
<td>1. Provide tutoring and counseling via the Adult Education Hotline throughout each semester.</td>
<td>2000-2004</td>
<td>Record the number of phone calls for assistance that are received.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate wrap-around sessions for students to utilize during the hour following airing of programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Send supplemental materials when necessary.</td>
</tr>
<tr>
<td>2. Track the progress and conduct follow-up of students throughout their course of study.</td>
<td>2000-2004</td>
<td>Continue use of progress coding on database.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Call students periodically throughout their course of study.</td>
</tr>
</tbody>
</table>
3. Provide follow-up information to students who complete the Televised ABE program.

2000-2004

- Conduct a 90-day follow-up by calling all students who were enrolled in the semester.
- Provide awareness of higher education programming available via PBS.
- Send Movin’ On periodical to program completers.
- Provide Free GED Vouchers to students who successfully complete the OPT.

4. Develop evaluation system to measure effectiveness of programming.

2000-2004

- Compile statistics at end of fiscal year.
- Mail surveys and conduct phone calls at conclusion of each module to determine if distance learning is best method of study for individuals enrolled.

3.1.2.B Workplace Education

The West Virginia Workplace Education Program operates through a system of trained workplace education training consultants situated throughout the State who are contracted on an as-needed basis. These consultants meet with business and industry representatives; conduct literacy task analysis to determine what critical skills are used in the workplace; write customized, functional context curricula; and evaluate workplace education programs as to their effectiveness. Through close collaboration with the State’s Economic Development Office, the Coordinator of the Workplace Education Program works with new or expanding industry to develop customized pre-hire basic skills programs called LINKS (Lifelong Instruction in New Knowledge and Skills).
These are collaborative efforts involving adult basic education, economic development, community colleges, community-based organizations, Job Service offices, the Department of Health and Human Services, and others. Goals, objectives, and benchmarks are as follows:

**Goal 1: Provide access to workplace education programs for business and industry statewide.**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In connection with business, develop a regional workplace education approach.</td>
<td>2000</td>
<td>• Develop a business plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research additional funding for program.</td>
</tr>
<tr>
<td></td>
<td>2000-2004</td>
<td>• Use labor market information to identify growth areas in state.</td>
</tr>
<tr>
<td></td>
<td>2001-2004</td>
<td>• Provide training/technical assistance to workplace education training consultants, ABE teachers, LEAs, etc. in targeted areas.</td>
</tr>
<tr>
<td></td>
<td>2000-2004</td>
<td>• Identify and collaborate with key businesses/individuals/organizations in regions.</td>
</tr>
<tr>
<td>2. Conduct an ongoing and comprehensive marketing and public relations effort.</td>
<td>2000</td>
<td>• Develop a mailing/contact list (business and industry associations, community colleges, economic development, chambers of commerce, etc.)</td>
</tr>
</tbody>
</table>
### Goal 2: Coordinate efforts as part of the overall economic development of the state.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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<th>BENCHMARKS</th>
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</thead>
<tbody>
<tr>
<td>1. Strengthen ties with WV Chamber of Commerce, WV Roundtable, Small Business Alliance, Human Resource Investment Council, Robert C. Byrd Institute, the Center for Entrepreneurial Studies and Development, the WV Development Office, community colleges, etc.</td>
<td>2000-2004</td>
<td>• Participate in quarterly meetings with WVDO and WVDÉ.</td>
</tr>
<tr>
<td></td>
<td>2000-2004</td>
<td>• Attend community college and other appropriate conferences.</td>
</tr>
<tr>
<td></td>
<td>2000-2004</td>
<td>• Maintain open communication with other pertinent organizations.</td>
</tr>
<tr>
<td>2. Expand the LINKS program for both new and expanding business.</td>
<td>2000</td>
<td>• Purchase scheduling and tracking software.</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>• Develop long-term follow-up procedures for LINKS participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research additional funding for LINKS projects.</td>
</tr>
</tbody>
</table>
2001 • Train ABE practitioners in LINKS development/set-up.

2000-2004 • Increase LINKS into other pre-hire training initiatives.

3. Provide technical assistance to support Welfare to Work efforts.

2000 • Develop ties with existing WtW programs.

2000-2004 • Correlate necessary basic skills in targeted jobs to existing curriculum.

2000-2004 • Develop customized curricula as needed for WtW programs.

Goal 3: Increase quality of the workplace education program.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Upgrade skills of existing workplace education training consultants.</td>
<td>2000-2004</td>
<td>• Conduct two consultant meetings with business and industry visitations annually.</td>
</tr>
<tr>
<td>2000-2004</td>
<td>• Send out workplace education updates quarterly.</td>
<td></td>
</tr>
<tr>
<td>2000-2004</td>
<td>• Provide resources for at least 2 consultants to attend the annual Workplace Learning Conference.</td>
<td></td>
</tr>
<tr>
<td>2000-2004</td>
<td>• Provide resources for at least 5 consultants to attend the annual Southern Regional Workplace Peer Conference.</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>• Host the Southern Regional Workplace Peer Conference.</td>
<td></td>
</tr>
</tbody>
</table>
2. Upgrade skills of work site.  
   - 2000: Develop training materials for work site teachers.  
   - 2000-2004: Develop and maintain oversight/evaluation process for work site teachers.  

3. Increase capacity of workplace education programs to serve business and industry.  
   - 2000: Train 5-10 workplace education training consultants.  

5. Continually evaluate effectiveness of workplace education projects.  
   - 2000: Research effective practices in other states.  
   - 2000: Train consultants and workplace teachers in ROI (return on investment) procedures.  
   - 2000-2004: Evaluate each project using ROI, when applicable.  

5. Put in place standards and measures specifically for the workplace education program.  
   - 2001: Research standards and measures in other states.  
   - 2001: Write effective standards and measures for WV program.  
   - 2003-2004: Evaluate progress annually according to standards and measures.  

3.1.2.C Volunteer Tutoring  

Two nationally-affiliated volunteer literacy programs provide services in West Virginia: Literacy Volunteers of America - West Virginia and West Virginia Laubach Literacy.
Although these two organizations act independently on most county levels, both organizations share a state office and have cooperated on state level initiatives, including tutor training and staff development conferences. Together they represent a force of more than 1,000 tutors impacting approximately fifteen hundred adult students with a combined total of more than 40,000 hours of tutorial efforts. Their dedicated efforts provide valuable instructional assistance to adult learners.

Local volunteer programs are encouraged to coordinate their services with Adult Basic Education in order to complement and supplement the educational process of those adults reading below an eighth-grade level. Volunteer tutors are used in the ABE classroom to enhance the learning process by providing one-to-one and small group instruction and extra assistance to learners requiring additional support.

To further expand the use of volunteers in the literacy field, Governor Cecil Underwood has also initiated a program to draw more than 3000 Faith Communities (churches, synagogues, and mosques) into a unified effort to address literacy through Mission West Virginia. In addition, plans are being developed for a new health and literacy initiative that will also expand the use of volunteers.

Both of the two State Volunteer Literacy Offices provide technical assistance to their local programs (see Section 12.0 - Technical Assistance) and help tutors understand and assume their instructional responsibilities. Those responsibilities include the following:

- Satisfactorily completing the LVA or LLA tutor training workshop (Basic Reading and/or
- Preparing lessons tailored to individual student’s needs and interests;
- Administering and/or interpreting assessment tools to assist in placement and measuring progress;
- Attending at least one inservice per year;
- Encouraging the student to attend Adult Basic Education classes, when and if the student is able to cope with a classroom situation; and
- Completing appropriate student progress and related reports.

Individuals interested in becoming a tutor or in receiving tutoring services can call the Adult Education hotline, 1-800-642-2670, for confidential information on the location of the nearest literacy program in their community. Tutors are asked to make a minimum commitment of one year in order to ensure a coordinated continuum of instructional services.

3.1.2.D Family Literacy

Family literacy in West Virginia, consistent with the definition in the Act, includes the following four components:

- Interactive literacy activities between parents and their children;
- Training for parents to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
• Age-appropriate education to prepare children for success in school and life experiences.

These components must be fully integrated into a program with sufficient intensity (focused, planned and frequent program activities within each of the four components) and appropriate duration to achieve substantial participant outcomes.

Key elements of each of the components include the following:

**Interactive literacy activities between parents and their children**

- Child-initiated activity
- Opportunity for positive parent/child interaction
- Opportunity to practice newly acquired skills
- Staff in supportive role
- Activities to support transfer at home.

**Training for parents to be the primary teacher for their children and full partners in the education of their children**

- Content driven by self-identified needs of parents
- Information for family growth
- Mutual peer support
- Advocacy and referral services/single point of referral
- Coping and problem solving strategies
- Community collaboration efforts

**Parent literacy training that leads to economic self-sufficiency**

- Attention to non-educational and educational needs
- Joint parent/teacher initiated approach
- Balance of group and individual instruction
- Interdisciplinary curriculum
- Cooperative learning strategies
- Critical and creative thinking mode
• Prevocational training

Age-appropriate education to prepare children for success in school and life experiences

• Attention to non-educational and educational needs
• Research-based and developmentally appropriate curriculum
• Appropriate teacher/child ratio
• Parental involvement

ABE works collaboratively with the Governor’s Council on Literacy, the Governor’s Cabinet on Children and Families, and Title I Even Start and Head Start programs to provide family literacy programs. Planned activities to promote family literacy in West Virginia are outlined in the goals and objectives developed for the Act. The goals, objectives and benchmarks reflect the need for family literacy as well as the latest information on brain research and its impact upon adults and the children of the state.

Goal 1: Develop and implement a system to enable ABE to work across agencies to promote family literacy.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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<th>BENCHMARKS</th>
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</thead>
</table>
| 1. Develop a presentation based upon the data from current brain research to illustrate the need for and the impact of adequate family literacy education on both the parents and the children enrolled in the program. | 2000 | • Develop a training presentation.
• Offer cross-agency training sessions for Adult Basic Education staff, Even Start staff and Head Start staff. |
2. Provide information on the adult education services available to family literacy providers. 2000

• Adult Education brochures have been distributed to all local family providers.

3. Develop links with professional and community organizations at the local level. 2000

• Local Adult Education providers have identified and made contact with at least ten professional and community organizations.

4. Continue to work with the Governor’s Council on Literacy to promote the need and the impact of family literacy education. 2000

• Technical assistance is provided to literacy providers via the collaborative efforts of ABE staff liaison and the family literacy sub-committee.

Goal 2: Communicate and coordinate with family literacy providers that meet the definition of family literacy as outlined in the Act.
1. Develop a coordinated family literacy delivery system through intra-agency collaboration with Even Start.

- Convene an ABE/Even Start taskforce to refine, disseminate, and evaluate the Even Start application as funding is available.
- Develop a specialized teacher training preservice module for Even Start instructors.
- Train a cadre of Family Literacy Peer Trainers to deliver preservice training.
- Expand use of combined ABE and Even Start funds to increase capacity.
- Initiate Family Literacy preservice and inservice standards for Even Start teachers.
- Explore additional funding sources, such as Title I (ESEA), Reading Excellence Act, etc., to expand the Even Start model.

2. Integrate and expand family literacy programs related to the Reading Excellence Act.

- Coordinate and implement provisions for family literacy outlined in the West Virginia K-12 funding application for the Reading Excellence Act.
- Continue development and implementation of the Adult Education component of the West Virginia Department of Education’s State Reading Plan: Literacy for All – The West Virginia Pathway to Reading.
3. Establish a system of statewide communication among family literacy providers. 2000-2004
- Organize and monitor WV family literacy list-serv.

Goal 3: Provide technical assistance to local family literacy providers that are integrating services.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
</table>
| 1. Establish models of integration of services with existing family literacy providers that meet the definition of family literacy as outlined in the Act. | 2000-2004 | - Integrate ABE services with at least 50 percent of the Even Start programs in West Virginia.  
- Models of integration and technical assistance are available to local literacy providers.  
- Establish integration links with Head Start programs.  
- Promotional materials and staff development activities are available for ABE, Even Start and Head Start providers. |

Goal 4: Collaborate with state initiated efforts to establish funding for a statewide family literacy initiative.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>FY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research ongoing initiatives to fund family literacy programs that meet the definition of family literacy as outlined in the Act.</td>
<td>2000</td>
<td>- Identify existing funding sources.</td>
</tr>
</tbody>
</table>
3. Evaluate the research data and modify plans according to evaluation.

2001 • Publish models of funding for statewide initiatives.

2002 • Publish evaluation results

Goal 5: Evaluate the effectiveness of the models of integration of ABE and family literacy services.

<table>
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<tr>
<th>OBJECTIVES</th>
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<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the effectiveness of the integration models and modify and/or</td>
<td>2003</td>
<td>Compile evaluation results.</td>
</tr>
<tr>
<td>refine direction of collaboration as indicated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1.2.E English Literacy Programs

The English Literacy program is the specialized part of ABE which addresses the needs of Limited English Proficient (LEP) adults—including adult immigrants and citizens of the U.S. whose native language is not English. The English Literacy program offers instruction in English for Speakers of Other Languages (ESOL) which encompasses instruction in pre-literacy skills, reading, writing, listening, speaking, grammar, U.S. citizenship, cultural literacy, and test preparation for the TOEFL (Test Of English as a Foreign Language) and other college entrance examinations. The English Literacy program in West Virginia is offered in various formats:

- **Individualized or small group instruction** -- for individuals or very small groups of LEP adults enrolled in regular ABE classes or literacy programs seeking ESOL instruction in order to focus on improving English literacy skills; and
- **ESOL classes** – groups of LEP adults enrolled in classes specifically focused on English literacy skills and organized according to the participants’ language proficiency level, topics of interest, or workplace or family literacy needs.

An ABE/ESOL Task Force of adult education practitioners and administrators involved with ESOL programs has been formed in order to develop and refine a State Plan for the English Literacy Program in West Virginia. In preparing this Plan, the Task Force has drawn from and incorporated elements of the Teachers of English to Speakers of Other Languages (TESOL) International Professional Association’s *Proposed Quality Indicators for Adult Education ESOL Programs* and the National Institute for Literacy’s (NIFL) *Equipped for the Future* Project findings as well as other relevant documents. In addition, members of the Task Force have examined the *WV Indicators of Program Quality* to insure that the particular needs of LEP adult learners in ABE English Literacy programs are addressed.

**Goal 1: Develop a capacity-building system of instruction in English for Speakers of Other Languages (ESOL) in English Literacy Programs.**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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<th>BENCHMARKS</th>
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</thead>
</table>
1. Expand the existing State Plan Task Force to include representatives of businesses and industries, institutions of higher learning, public schools, and community organizations which employ and/or serve LEP adults and their families in order to create an ESOL curriculum advisory group.

2000 • An Expanded Task Force will meet and select an ESOL Curriculum Advisory group.

2001-2004 • The Curriculum Advisory group will meet regularly until a new ESOL component of the WV SKILLS curriculum is in place.

2. Develop sample instruments and procedures for identifying and recruiting LEP adults for participation in English Literacy Programs, as well as for serving LEP adults in various ABE and ESOL class settings.

2000-2001 • Local programs will collect and/or prepare samples of instruments such as community needs assessment surveys, publicity flyers, registration materials, etc. adapted for use with LEP clients and targeted toward businesses and industries, institutions of higher learning, public schools, and organizations which employ and/or serve LEP adults and their families.
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• Local programs will collect and/or prepare samples of instruments or activities used for orientation, intake, needs assessment, language proficiency assessment, placement, plan of study, etc.

2000-2001

• The ESOL Task Force will meet to select, examine, and revise sample instruments and to develop standard procedures for use of items in local programs.

2002

• Model samples/procedures will be included in the ESOL section of the ABE Teacher Handbook.

3.1.2 Welfare Reform Initiatives

ABE has a successful history of collaboration with the State’s human services agency. Through a cooperative relationship built on trust and commitment to serving economically disadvantaged West Virginians, the two State agencies work together to respond to the mandates of welfare reform. Two particular initiatives provide specialized educational training to assist public assistance recipients in becoming self-sufficient.

WV WORKS

ABE operates quality education activities in cooperation with the Department of Health
and Human Resources (DHHR), Office of Family Support, to provide instruction relative to the world of work and basic academic skills enhancement to individuals referred by local Office of Family Support staff. Funded through a combination of ABE and DHHR resources, the program provides focused instruction in the following areas: job readiness, work foundation, career exploration, basic academics, life-coping and parenting skills, self-esteem, confidence, problem-solving, and teaming. Techniques utilized to deliver integrated work/life/academic instruction include individualized, computer-aided, small groups, whole group, applied work-based/site activities, field trips, and guest speakers.

Short-term, job readiness classes are offered, upon request, from local DHHR office staff. Instruction is designed to meet the needs of un/underemployed adults functioning at or above grade 9.0 in reading or math, who may/not possess a high school diploma/GED, and who need skills to get and retain a job. Instruction consists of the following:

- 18 hours of career cluster orientation;
- 60 hours of job readiness instruction designed to empower WtW customers with work attitudes and skills necessary to obtain and maintain employment and expand career goals; and
- 60 hours of computerized applied academic enhancement in math, communication, and problem solving that is specific to chosen occupational clusters.

ABE provides assessment service for DHHR to identify aptitudes and areas of interests...
along with academic functioning levels of their customers. Assessment data is used in the development or revision of Federally mandated Individual Personal Responsibility Contracts for TANF customers.

Higher Expectations - Welfare to Work

The West Virginia Welfare to Work initiative is designed to provide additional services to transition hard to employ welfare recipients into unsubsidized employment. The ABE and present JTPA Offices of the Division of Technical and Adult Education Services (DTAES) coordinate with the Bureau of Employment Programs (BEP), West Virginia Private Industry Council (WVPIC), the Department of Health and Human Resources (DHHR), and multiple partners from the public and private sectors to operate a comprehensive ‘work first’ training program for welfare recipients.

Funded through Federal Welfare to Work dollars allocated to the WVPIC, “Higher Expectations” programs are delivered at locations where local labor market information indicates employment/growth opportunities and where DHHR staffs have identified customers with an interest, aptitude, and/or successful work history in specific occupational clusters. The program consists of the following:

- 18 hours of career cluster orientation;
- 60 hours of job readiness instruction designed to empower WtW customers with work attitudes and skills necessary to obtain and maintain employment and expand career
goals;

• 60 hours of computerized applied academic enhancement specific to chosen
  occupational clusters in the areas of math, communication, and problem solving; and

• mentoring services during participation in the class and continued after employment
  until employer, customer, and DHHR staff are confident of performance in work.

Higher Expectations targets unsubsidized employment opportunities for WtW customers
in hospitality, retail sales, telemarketing, and construction-related occupational clusters.
Additional employment and related training opportunities are accessed to meet specific needs of
customers or employers through a network with employment services and vocational-technical
centers across the State.

3.2 Special Rule

The Adult Basic Education program of the West Virginia Department of Education in
awarding a grant or contract under this section shall not use any funds made available under this
subtitle for adult education and literacy activities for the purpose of supporting or providing
programs, services, or activities for individuals who are not individuals described in sub-
paragraphs (A) and (B) of Section 203(1) of the Act, except that ABE may use such funds for
such purpose if such programs, services, or activities are related to family literacy services. In
providing family literacy services under this subtitle, an eligible provider shall attempt to
coordinate with programs and services that are not assisted under this subtitle prior to using funds
for adult education and literacy activities other than adult education activities (Sec. 231)(d).

3.3 Descriptions of New Organizational Arrangements

In preparation for the State Plan for Title I of the Workforce Investment Act, the West Virginia Human Resource Investment Council (HRIC) is presently developing systemic changes at the State and local levels regarding one-stop delivery systems, memorandums of understanding, performance reporting, etc. Adult Basic Education is represented on the HRIC by the Assistant Superintendent for the Division of Technical and Adult Education Services and the chair of the Governor’s Council on Literacy. The Title II (Adult Education and Family Literacy) State Plan will include references to new organizational arrangements after they are finalized by the HRIC.