

## Sessions

### Pre-Conference

**Tuesday, July 18 1:00 – 4:00 p.m.**

#### **Creating Sanctuary...Creating the Environment Necessary for Growth and Change**

Room 108/109

*Presented by Tony Wilson*

Recent brain research shows how neurochemicals secreted by the brain have a direct impact on adult and student learning. Research indicates that unless and until a learner feels “safe”, the ability to learn is impaired, if not impossible. The creation of “sanctuary” in critical if we are to get the student outcomes that we desire. The students most at risk in the educational setting, often come from environments where they don’t feel safe, and unless we can create a sanctuary for them in our classrooms, they will remain at risk, and learning will be difficult if not impossible.

Once sanctuary has been established and maintained, students more easily open themselves up to new ideas, growth, and new possibilities. During this session, you’ll learn “why” the creation of sanctuary is important, “how” to create it, “what” outcomes to expect, and “how” to teach others to get the improved results.

**Tuesday, July 18 4:00 – 5:00 p.m.**

#### **Coordinators’ Meeting – Room 114**

*Presented by Iowa Department of Education*

### Welcome & Keynote

**Wednesday, July 19 9:00 – 10:30 p.m.**

#### **Keynote: Average is Over - Ballroom**

*Presented by Mike Fazio*

Unemployment up, then down. Robots doing our jobs, but who programs them? The economy is

#### **Non-Print-Literate English Learners: A VERY Special Population**

Room 112/113

*Presented by Dr. Robin Lovrien*

We often worry about students in our classes that may have special needs. In fact, in the eyes of this presenter, who is a learning disabilities, reading and ESL specialist, the group with the greatest special needs are the adult English learners who have no prior print literacy in any language. These learners differ from even low-educated learners in very significant ways. They present special teaching and class management challenges to teachers, especially when teachers are dealing with a mixed level class. In this pre-conference 3-hour session, we are going to examine three aspects of this population: what research tells us about non-literate adults and how that must influence how and what we teach; in view of the research, the ways a typical ESL approach is not beneficial to these learners, and finally, some important steps we can take to assure that non-literate learners can benefit from instruction as well as possible. Participants will be encouraged to share scenarios and anecdotes about non-literate learners as we go along. Information on resources to learn more about these learners and teach them more effectively will be provided.

booming, but there are still so many people who need help. We all know there's a lot of work to do. Workforce professionals and educators nationwide are raising the bar and soaring past "average" results! How? Well, by not letting mediocrity permeate their lives. It's lurking everywhere and if you're not careful, it will find and hold you back! Join Workforce180 CEO, Mike Fazio as he shares interesting, thought-provoking observations and action steps to become, um, well, un-average!!

## Breakout Session 1

**Wednesday, July 19 10:45 – 12:00 p.m.**

### **Integrated Education and Technology (IET) for the Beginner – Room 108**

*Presented by Mike Williams*

This session will provide an overview of Integrated Education and Training (IET) as a model approach to help educationally underprepared adults couple foundational skill building with workforce preparation and training in in-demand occupations.

### **ETS HiSET Program Updates: New Tools & Resources Now Available! – Room 113**

*Presented by Tanya Haug*

This session will provide an overview on all ETS HiSET Program updates and new teaching resources. Participants will hear about new program initiatives such as the Work2Career Program, and test taker outreach efforts. Information about new partnerships with preparation providers such as Essential Education will also be highlighted. Participants will also have discussion opportunities with a HiSET Program Director.

### **Preparing Students for Jobs that Don't Exist YET!**

Room 109

*Presented by Brandi Parsons*

A highly interactive session in a flipped environment. Participants will need to watch Andrew McAfee's Ted Talk video "What will future jobs look like?" found at [https://youtu.be/cXQrbxD9\\_Ng](https://youtu.be/cXQrbxD9_Ng) prior to the session. In a round table format, we will discuss what skills are necessary for the upcoming workforce. After all, Voltaire said, "Work keeps at bay three great evils: boredom, vice, and need."

### **Engaging the Multi-Level Math Class**

Room 114

*Presented by Karinne O'Ram*

An overview of engaging, rigorous activities and resources designed for all levels of learner. Participants will have new activities to take back to their classrooms for immediate use.

### **Introducing BurlingtonEnglish Basics**

Room 112

*Presented by Margo Hernandez Rainwater*  
Burlington Basics course, to be released late summer, is comprised of nine modules, each based around a broad theme such as food,

### **Overcoming Objections, Concerns, and Obstacles to Success with Partners! – Room 115**

*Presented by Mike Fazio*

Ugh, my clients, students, employers, kids, spouse, boss, co-workers just won't agree with me!! Is it what you say or how you say it? Wait,

health, community, and work. The ICL and the SZ each offer a total of 44 lessons, 35 of which are 90-minute lessons, and nine which are shorter review lessons. The course, therefore, provides more than 110 hours of work. The additional worksheets can be used to expand these hours. This session will provide a review of how to implement Basics into your blended learning environment.

maybe it's when you say something? No matter what, I'll share specific, sure-fired ways to effectively communicate your message and get people to say "yes". There are specific, tactical and strategic ways to share information. I'll show you the three- step method that works every time.

## Breakout Session 2

**Wednesday, July 19 1:00 – 2:30 p.m.**

**Inclusive and Collaborative Career Pathways: Building a Shared Pipeline of Talent to Your Business Sectors** – Room 108

*Presented by Doug Keast*

This session will address program access as envisioned within WIOA for Career Pathway models. Participants will be presented with basic guidance to address the shared responsibility of all WIOA Core and Required Partners for service inclusion, as well as examples and strategies being used to engage individuals with disabilities in Career Pathway activity.

**Evidence-based Instructional Strategies for Helping Adult Learners Improve Reading Skills – Part 1 of 2** – Room 113

*Presented by Martha Bell & Ashleigh Richmond*

Think about the individuals in your classrooms who need to improve their reading skills. Could you use some tools to help them read better? Evidence-based reading instruction has proven successful in helping adult learners improve reading abilities and assessment test scores. In this session we will review characteristics of adult learners who struggle to read for understanding, then we will practice using evidence-based reading instructional strategies and related classroom activities. These methods work with emerging, intermediate, and advanced readers in English Language Acquisition and English Language Arts classrooms. If you teach reading, this workshop is for you. (The activities and discussion of instructional strategies to address all four components of reading will continue in the second session.)

**New Beginnings for Returning Citizens**

Room 109

*Presented by John Romeo*

John will offer his insights of how he encourages transitioning offenders to define their values, motivations and goals to become better employees, positive role models, family-focused and embrace their community. By the end of the interactive talk, each audience member will have an understanding of the techniques used by John

**First Steps in Preparing for College-Level Math: Using Soft Skills for Success - Part 1 of 2**

Room 114

*Presented by Pam Meader*

The training supports participants in gaining skills and strategies for teaching "soft skills" to adult learners. The soft skills and strategies selected are specific to skills which are necessary for success in the college-level math classroom. This training is the foundation for the *First Steps in Preparing for College-Level Math: Math Strategies for Success*.

to develop life plans for individuals transitioning from corrections.

**Reading in a Second or other Language: What You Need to Know** – Room 112

*Presented by Dr. Robin Lovrien*

Many of our adult ELs come to us fully literate in another language. It is easy to assume that as a result, they will be able to read easily and effectively in English without too much trouble, or teachers may assume that if the student does not read English at all and reads a language with a very different script, he or she needs to be “taught to read.” In fact, reading in a second or other language (remember that many of our learners speak—and even read-- one or more languages before they start English) involves very different visual, mental and linguistic processes than reading in one’s first language of literacy. Another complication for these learners is that it is too often assumed that if they speak English well, they should be able to read at the level at which they speak. In this session, we will examine the concept of BICS (Basic interpersonal communication skills, or survival oral language) and CALP (Cognitive academic proficiency) and what role those types of language play in reading well in English. We will also examine influences on the development of reading fluency and comprehension as students learn to read in English. Resources and references will be provided to all participants.

**The Way We All (Should Be) Collaborating Today!** – Room 115

*Presented by Mike Fazio*

Communication skills are something we teach others, right? What about our own abilities? We’re good, right? The correct answer is “I could use some improvement.” We call can. Let me demonstrate how the way we send effective messages has totally changed. There’s actually a formula to ensure the information you share, creates action from the party who receives it.

**Breakout Session 3**

**Wednesday, July 19 2:45 – 4:15 p.m.**

**Hawkeye’s I-BEST Program: The Future of IET** – Room 108

*Presented by Jennette-Marie Shepard & Lucas Plouff*

This session focuses on Hawkeye Community College Adult Education and Literacy’s implementation of their I-BEST CNA and CNC Career Pathway programs for ELL and ABE students. These programs are an example of IET in action. Attend this session to learn how this program has boosted student confidence and

**Evidence-based Instructional Strategies for Helping Adult Learners Improve Reading Skills – Part 2 of 2** – Room 113

*Presented by Martha Bell & Ashleigh Richmond*

This training is a continuation of Breakout Session Two.

enabled a greater number of ELL and ABE students to transition to college credit classes at a faster rate. Participants will begin building an I-BEST model IET program of their own---attend with a colleague and bring a laptop/tablet to make the most of this session!

**Learning to Achieve: Workforce Preparation Strategies**

Room 109

*Presented by Kathy Houghton*

This session covers how explicit instruction can be used to help adults with learning disabilities (LD) develop strategies to learn. Topics include defining the concept of a strategy, the key principles of explicit instructions, and how explicit instruction for strategy learning can be used as an instructional tool. After examining explicit instruction, this module covers important concepts in preparing and modeling a strategy.

**First Steps in Preparing for College-Level Math: Using Soft Skills for Success - Part 2 of 2 –**

Room 114

*Presented by Pam Meader*

This training is a continuation of Breakout Session Two.

**A FUN and EFFECTIVE way for ALL Students to Learn English – Room 112**

*Presented by Dr. Robin Lovrien*

**Physical and Program Accessibility for Title II Entities –**

Room 115

*Presented by Page Eastin*

The mixed-everything ESOL class is legendary in ESOL programs: students who have different levels of education, ages, English skills, cultural and linguistic backgrounds, needs for English. Most of us KNOW that no one lesson—no matter how well designed---or book or anything is going to be beneficial to ALL the students in a mixed class. Moreover, adult language learners need vast amounts of practice and repetition, something that rarely happens in a class setting. One of the most common reasons for students dropping out of programs is that their specific needs are not being met in a mixed level class, where a teacher may teach to the middle and hope for the best. In this session, you will first get a fast introduction to a set of games, all using the same deck of pairs of cards, that can be used by students to learn, practice and MASTER key elements of English and important content material at any level of literacy, education and English competence. You will also learn about one other game and some non-game activities that provide the critical repetition adult language learners need to hang on to language. Best of all, these games use inexpensive, easy-to-obtain materials and can be made by students themselves to suit their own needs. References will be provided for several resources with more information and visual demonstrations of the games.

Participants will learn about the requirements for ensuring equal access to federally and state funded programs including accommodations and universal design. Scenarios and examples from case law will be included. The session will be interactive and participation is encouraged.

### **Wednesday, July 19 4:15 – 5:30 p.m.**

#### **ETS HiSET Roundtable with AEL Program**

**Directors** – Room 113

*Presented by Tanya Haug*

In this informal session, Program Directors will have the opportunity for a collaborative discussion with HiSET regarding enrollment trends, HSE testing volumes and community outreach collaboration.

### **Breakout Session 4**

#### **Thursday, July 20 8:30 – 10:00 a.m.**

**Strategies for Classroom Management and Materials: Routine Tasks** – Room 108

*Presented by Claire Brakel Packer*

**Evidence-Based Principles and Practices for Writing Instruction Part 1 of 2** – Room 113

*Presented by Kathy Houghton*

Consider these common instructor scenarios: 1) a handful of students always come 15-20 minutes late to class, so I don't teach core concepts until 30 minutes into the class but I'm worried about wasting the time of the students who are punctual, 2) obviously, it's important to create some supplemental material for additional practice or review outside of textbook resources, but finding the time to do so is a challenge and half the time, students seem confused by the task. Do either (or both!) of these scenarios sound familiar? If so, this is the session for you! In this session, participants will gain knowledge of and experience with routines for ESL classrooms. Participants will learn about current research and best practices in creating routine tasks and will get hands-on experience with—and samples of—effective routine activities.

This two part study circle will give participants an active role in delving into, making sense of, and using the research on writing as reported by the National Academies of Science in their publication *Improving Adult Literacy Instruction: Developing Reading and Writing*. Participants will engage in reading and discussion, and will implement a new writing activity in their classroom. There will be readings to be completed between each session.

**Integrating Employability Skills: A Framework for All Educators - Part 1 of 2 – Room 109**

*Presented by Mary Gaston*

As students strive to meet the demands of the 21<sup>st</sup> century, they are increasingly expected to master employability skills in addition to traditional academic skills. *Integrating Employability Skills: A Framework for All Educators* is a Professional Learning Module to support regional comprehensive centers, state educational agency staff, and state regional centers in building their knowledge and capacity to integrate and prioritize employability skills at the state and local levels. The module introduces participants to the Employability Skills Framework and explains why it is important for all students; connects employability skills with other education initiatives; and provides tools and strategies to prioritize employability skills at the state, employer, district, and individual teacher levels.

**Math Mindset Discussion**

Room 114

*Presented by Robbin Rekemeyer*

Help your students improve their math performance by redirecting them from a fixed mindset to a growth mindset. Work to develop an approach that will allow students to recognize that not being able to do math YET, does not mean that you will never be able to do math.

**Why Aren't My English Learners Learning? Seven factors that Cause Adult English Learners to Struggle – Part 1 of 2 – Room 112**

*Presented by Dr. Robin Lovrien*

In every class of adult English learners (ELs), there are some who do not make progress, do not

**Distance Learning in Adult Ed and Its Place in the Era of WIOA: A Roundtable Discussion**

Room 115

*Presented by Brandi Parsons, Ashleigh Richmond, & Marcel Kielkucki*

Partnerships create less work for all and serve more students. Come evaluate your program's

engage fully, struggle to master almost anything, or generally do not thrive where others do well. Although many teachers think that such problems are likely caused by learning disabilities, the presenter will present evidence to show that there are at least seven other factors that impede learning for adult ELs. Known nationally for many years for her work in this intersection of learning difficulties and English language acquisition, the presenter will provide case studies illustrating a number of these factors and explanations of how each factor impacts learning and leads teachers to wonder if the student has learning disabilities or not. In Part One, the presenter will cover factors 1-4. In the second part of this session on "Why Aren't my Adult ELS learning?" Factors 5-7 will be covered. Poor learning as a result of the impact of these factors can almost always be avoided by attentive teachers. The final portion of the second session will also include an "If this-- then do that" list so the participants can help prevent learning failure for many learners. Participants will be guided to rich sources of further information on each of these factors.

needs in the era of HF472. We will take a look at where distance learning has been and where we see it going in the future - as well as what we can do to collaborate so that we help more students with less resources.

## Breakout Session 5

**Thursday, July 20 10:15 – 11:45 a.m.**

**IET with Burlington English Career Extensions – Room 108**

*Presented by Margo Hernandez Rainwater*

Learn how to utilize a blended curriculum to assist student's career advancement using Integrated Education and Training as a core strategy!

**Evidence-Based Principles and Practices for Writing Instruction Part 2 of 2 – Room 113**

*Presented by Kathy Houghton*

This training is a continuation of Breakout Session Four.

**Integrating Employability Skills: A Framework for All Educators - Part 2 of 2**

Room 109

*Presented by Mary Gaston*

This training is a continuation of Breakout Session Four.

**First Steps in Preparing for College-Level Math: Math Strategies for Success – Part 1 of 2 --**

Room 114

*Presented by Pam Meader*

The training supports participants in gaining instructional strategies that build on conceptual understanding and strengthen the mathematical foundation that adult learners will need to succeed in higher-level mathematics. This training builds on the *First Steps in Preparing for*

*College-Level Math: Using Soft Skills for Success training.*

**Why Aren't My English Learners Learning? Seven factors that Cause Adult English Learners to Struggle - Part 2 of 2 -- Room 112**

*Presented by Dr. Robin Lovrien*

This training is a continuation of Breakout Session Four.

**Pathways to Success: Revising Your Intake to Improve Student Retention**

Room 115

*Presented by Marcel Kielkucki, Cyd Hanson, & Cale Loewen*

Many programs across the United States are working on improving student retention to improve overall student outcomes. In this session, learn how Kirkwood's ABE/HSED programs are revising their intake process to include a student success course. Key elements of the course will be outlined and data will be shared on how this course and other efforts have impacted student retention.

**Breakout Session 6**

**Thursday, July 20 12:45 – 2:15 a.m.**

**Linking Sector Partnerships to Career Pathways**

Room 108

*Presented by Joe Collins*

Sector partnerships and career pathways go together like peanut butter and jelly, grilled cheese and tomato soup, or hot cocoa and marshmallows! Joe Collins was recently hired in a newly developed position with the Iowa Department of Education to connect, assist, and empower sector partnerships across the state. With an expanding list of over 40 sector partnerships in a wide range of industries and at different stages of development, this is an exciting time for sector partnerships in Iowa! Join for this session to learn more about newly developed statewide materials, strategies, and initiatives to continue to support and promote the development of effective career pathway systems and the growth of collaborative sector partnerships across Iowa.

**"Flip Your Test Prep!"**

Room 113

*Presented by Jason Walker*

Preparing students for CASAS post-tests and HiSET exams can be a tedious, repetitive task. In this session you will learn about resources that EICC created to flip the test prep tasks so that students can take practice exams outside of class time and get instant feedback on questions they missed using Google Forms quizzes and YouTube videos that were designed in-house. You will also learn the basics of getting started so that you can design your own digital resources to assist your students regardless of what you teach or what role you play at your institution.

**Integrating Digital Literacy and Problem Solving into Instruction – Room 109**

*Presented by Mary Gaston*

Hear how adult educators have been integrating digital literacy into instruction. Ideas will be

**First Steps in Preparing for College-Level Math: Math Strategies for Success – Part 2 of 2 –**

Room 114

*Presented by Pam Meader*

This training is a continuation of Breakout Session Five.

shared on how to use project-based learning activities to help adult students improve their solving problems skills while offering practice with reading, writing, speaking and listening. We will share ideas on how adult learners can improve digital literacy skills and access to technology thereby accelerating learning.

**Stand Out 3e: Critical Thinking in the Adult Education Classroom**

Room 112

*Presented by Allison Westgate*

Critical thinking activities ensure that students engage and communicate while seamlessly developing College and Career Readiness in ESL instruction. The presenter will demonstrate how Stand Out is designed to provide evidence-based instruction and critical thinking for real learning. The new edition includes new National Geographic content and new technology tools.

**Beyond 101: A Walk-Through of WIOA Performance Accountability Reporting Requirements and Related Policy Issues –**

Room 115

*Presented by Alex Harris and Dan Li*

Leave with a foundational understanding of the performance accountability requirements under WIOA and how that relates to your role in the system. Be able to actively participate in performance conversations with partners and use that information to enhance system outcomes and meet participant and employer needs.