



National Meeting for Adult Education State Directors

March 17–19, 2009

L'Enfant Plaza Hotel * Washington, D.C.

AGENDA

Transitions and Change

New Pathways for Adult Education: Today's Vision for Tomorrow's Goals

Objectives:

- To define the role of adult education during changing economic conditions in states and to improve its capacity to meet future demands of the workforce
- To provide states with opportunities to improve adult education based on the changing needs of participants for higher levels of education
- To support a well-educated and skilled workforce by providing states with current information on administration, goals and management of state grants funded under the Adult Education and Family Literacy Act (AEFLA)
- To provide information to the states related to the reauthorization of AEFLA and its policy implications, particularly related to state plan development

Monday, March 16

1:00 PM–4:00 PM

Pre-Conference Meeting for New State Directors—Caucus Room

Please note: Session is open to those who attended the 2008 New State Directors Management Workshop.

Tuesday, March 17

7:00 AM–4:00 PM

Registration and Information—Ballroom AB Foyer

8:30 AM–9:00 AM

Welcome and Opening Session—Ballroom AB

*Cheryl Keenan, Director
Division of Adult Education and Literacy
U.S. Department of Education*

*Michelle Johnson
Adult Education Director
District of Columbia*

9:00 AM–10:00 AM

Projections for Adult Education: Reauthorization, Appropriations and Economic Recovery—Ballroom AB

Cheryl Keenan, Director, Division of Adult Education, U.S. Department of Education

10:00 AM–10:30 AM

Break

10:30 AM–12:00 PM

Panel: Transformative Change for Economic Recovery—Ballroom AB

Panelists from various national initiatives will discuss demands of the workforce and current strategies they are using to meet changing economic conditions.

Moderator: Barbara VanHorn, Co-Director, Institute for the Study of Adult Literacy, The Pennsylvania State University

Ray Marshall, Commissioner, National Commission on Adult Literacy and Audre and Bernard Rapoport Centennial Chair in Economics and Public Affairs, University of Texas at Austin

Timothy Barnicle, Senior Advisor, National Center on Education and the Economy

Whitney Smith, Employment Program Manager, Joyce Foundation

12:00 PM–2:00 PM

Working Lunch and Presentation: Economic Development, Workforce Development and Good Jobs—Ballroom AB

Dr. Holzer will analyze the continuing demand for “middle-skill workers” in the labor market and suggest why employers have difficulty filling these jobs. He will then look at some limitations of the federal labor market policy in this area and identify steps that could improve the readiness of disadvantaged workers to attain the skills necessary to obtain more of these jobs.

Harry Holzer, Professor of Public Policy

Georgetown University, Washington, DC

Please note: Session is open to all meeting registrants; however, lunch is only provided for state directors and their staff. Tickets are required for the lunch.

2:00 PM–2:15 PM

Break

2:15 PM–3:45 PM

Concurrent Sessions

Concurrent 1: Update on Transitioning English Language Learners (TELL)

Participants will learn about the literature review conducted under the TELL national activity as well as the results of the subject matter expert meeting in January 2009. This update will provide participants with a better understanding of the breadth of instructional, administrative and policy issues to consider when transitioning English language learners from ESL to ABE/ASE. Participants will also be updated on the sites that will inform DAEL’s study.

Anestine Hector-Mason, TELL Project Director, American Institutes for Research

Dahlia Shaewitz, TELL Subtask Leader, American Institutes for Research

Ballroom C

NOTE: This Concurrent provides background information for Policy Networking Session 1.

Concurrent 2: Perspectives on the Development of Career Pathways for ABE Students

This interactive panel presentation will provide participants with perspectives on developing career pathways for adult education learners. This national perspective will focus on achieving quality in adult education for employment and relate both state and local experiences in integrating career pathways and adult education. Topics will include instructional, administrative, and policy implications of establishing career pathway programs for ABE learners. The moderated panel will include a national policy analyst, state adult education director, and a local adult education program director.

Mary Clagett, Deputy Director for Policy, The National Center on Education and the Economy

Donna Kinerney, Instructional Dean, Montgomery College
Caucus Room

NOTE: This Concurrent provides background information for Policy Networking Session 2.

Concurrent 3: Trends in Special Education & Implications for Adult Education

“Change” is a word that conjures up as many different images and thoughts as there are people using it, and change promises to be the hallmark of the Obama administration. Although change has occurred in both the fields of special education and adult education, the changes are startlingly similar. Join us for an armchair discussion about the newest thinking surrounding instructional design, best practices, the research base for change, and the pathways for special education learners from secondary to postsecondary education. Session attendees will have an opportunity to discuss the similarities between special education and adult literacy, including resources, research, instructional design, and resources available across the two disciplines.

Larry Wexler, Director of the Research and Practice Division, Office of Special Education and Rehabilitative Services

Cheryl Keenan, Director, Division of Adult Education and Literacy, U.S. Department of Education

Lafayette Room

NOTE: This Concurrent provides background information for Policy Networking Session 3.

Concurrent 4: How Can Adult Education Contribute to—and Benefit from—America’s Economic Recovery?

President Obama has called on all Americans to help repair our badly weakened economy and prepare our nation for a new age. The president has made clear that America’s economic success depends not on our Gross National Product but on extending economic opportunities to “every willing heart.” America’s colleges and universities—including adult learning opportunities—must be “transformed” in order to reach these goals. Congress recently approved, and President Obama signed, the American Recovery and Reinvestment Act of 2009 (ARRA). The new legislation is a crucial step in a concerted effort to create and save millions of jobs, jump-start our economy, and begin the process of transforming it for the 21st century. The short-term task of the stimulus package is to prevent job loss and get the economy moving. Its long-term task is to make investments needed to restore the ability of average middle-income families to attain a decent standard of living and build a future for their children. A panel of national and state leaders

representing employment and training, as well as adult education, takes an inventory of where new investments are going and discusses how adult education can not only contribute to, but also benefit from, these strategic investments in economic recovery. The session is designed to help state directors prepare for and manage this change.

Gay Gilbert, Administrator, Office of Workforce Investment, U.S. Department of Labor

Daniel Miller, Deputy Director, Division of Adult Education, U.S. Department of Education

Denise Pottmeyer, State Director of Adult Basic and Literacy Education, Ohio Board of Regents

Barbara VanHorn, Co-Director, Institute for the Study of Adult Literacy, The Pennsylvania State University

Quorum Room

NOTE: This Concurrent provides background information for Policy Networking Session 4.

Concurrent 5: Continuous Improvement: From DAEL Monitoring Finding to State-Developed Corrective Action

This session will provide participants with a brief overview of the general types of findings noted from monitoring visits in the past few years. Presenters will discuss how the corrective action plan (CAP) serves to promote state program continuous improvement as it meets federal requirements. Participants will receive tips for developing a CAP and work in small groups to prepare a CAP. Presenters also will discuss how to review progress in implementing the CAP.

Anthony Corio, Division of Adult Education and Literacy, U.S. Department of Education

Teresa Bestor, Division of Adult Education and Literacy, U.S. Department of Education

Sharon Lankford-Rice, Division of Adult Education and Literacy, U.S. Department of Education

Rebecca Moak, Division of Adult Education and Literacy, U.S. Department of Education

Ballroom AB

3:45 PM–4:00 PM

Break

4:00 PM–4:30 PM

Plenary Session: The America Community Survey (ACS)—Ballroom AB

A representative from the U.S. Census Bureau will share information about the ACS, a new data source that will be used to distribute AEFLA formula grant funds to states. This presentation will include a discussion about how the data are collected, what data products are available, how the ACS differs from the Decennial Census, and will help state staff understand 1-, 3-, and 5-year estimates.

Scott Boggess, Chief, American Community Survey Coordination, U.S. Census Bureau

4:30 PM

Adjourn for the Day

4:30 PM–5:30 PM

National STAR Training Network Evening (Optional)

For this evening roundtable session, DTI staff host an informational forum for adult education state directors (or their specified designee). The purpose of the session will be to assist DAEL in helping state directors to understand the relevance of key DAEL national activities investments that impact state initiatives. State directors currently involved in the STAR Network will attend to provide testimonials about STAR implementation and the impacts they have experienced in their local programs. DTI staff will be available to answer questions about training services as well as consult with states about the next steps for planning for evidence-based reading instruction.

Wednesday, March 18

7:00 AM–4:00 PM

Registration and Information—Ballroom AB Foyer

8:00 AM–8:30 AM

Plenary Session: 2012 GED Tests– Meeting the Challenges of the 21st Century—Ballroom AB

As we move into the second decade of the 21st century, the expectations of employers and postsecondary educational institutions have increased to meet the challenges of the changing national and global economies. This session presents the changes in the academic content of the 2012 Series GED Tests that will help ensure that GED credential holders have the academic skills and cognitive abilities to compete in the 21st century workplace.

Martin Kehe, Director of Test Development, GED Testing Service

8:45 AM–10:15 AM

Repeat Concurrent Sessions

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Dahlia Shaewitz, TELL Subtask Leader, American Institutes for Research

Ballroom C

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Donna Kinerney, Instructional Dean, Montgomery College

Caucus Room

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Larry Wexler, Director of the Research and Practice Division, Office of Special Education and Rehabilitative Services

Cheryl Keenan, Director, Division of Adult Education and Literacy, U.S. Department of Education

Lafayette Room

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Quorum Room

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Concurrent 5: Continuous Improvement: From DAEL Monitoring Finding to State-Developed Corrective Action

This session will provide participants with a brief overview of the general types of findings noted from monitoring visits in the past few years. Presenters will discuss how the corrective action plan (CAP) serves to promote state program continuous improvement as it meets federal requirements. Participants will receive tips for developing a CAP and work in small groups to prepare a CAP. Presenters also will discuss how to review progress in implementing the CAP.

*Anthony Corio, Division of Adult Education and Literacy, U.S.
Department of Education*

*Teresa Bestor, Division of Adult Education and Literacy, U.S.
Department of Education*

*Sharon Lankford-Rice, Division of Adult Education and Literacy, U.S.
Department of Education*

*Rebecca Moak, Division of Adult Education and Literacy, U.S.
Department of Education*

Ballroom AB

10:15 AM–10:30 PM

Break

10:30 AM–11:45 AM

Policy Networking Sessions: Transitioning Low-Skilled Adults in the Context of Economic Recovery

Each of the policy networking sessions below affords conference participants the opportunity to extend their learning from the concurrent sessions through collaborative learning and “discussion as a way of teaching” approaches. These policy networking sessions will enable participants to delve more deeply into state-specific policy issues and challenges around particular transition-related topics. Each session will be staffed by a content expert and facilitated by a trained facilitator. Guiding questions that build upon and extend information shared during the concurrent sessions will be used to frame participants’ discussions.

Session 1: ESL Learners–From English Proficiency to High School Completion
Facilitator: Christopher Coro, Division of Adult Education and Literacy, U.S.
Department of Education
Content Expert: Larry Condelli, Senior Advisor, American Institutes for Research
Ballroom C

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 1.

Session 2: Adult Pipeline–Transitioning ABE Learners to Postsecondary Opportunities
Facilitator: Jay LeMaster, Division of Adult Education and Literacy, U.S.
Department of Education
Content Expert: Ronna Spacone, Division of Adult Education and Literacy, U.S. Department of Education
Caucus Room

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 2.

Session 3: Moving Beginning-Level Learners Through the Skills Continuum
Facilitator: Elizabeth Vasquez, Management Consultant and Group Facilitator
Content Expert: Judith Alamprese, Principal Associate, Abt Associates Inc.
Lafayette Room

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 3.

Session 4: Breaking the Cycle of Low Skill/Low Wage—The ABE Connection to Work
Facilitator: Daniel Miller, Deputy Director, Division of Adult Education and Literacy, U.S. Department of Education
Content Expert: Barbara VanHorn, Co-Director, Institute for the Study of Adult Literacy, The Pennsylvania State University
Quorum Room

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 4.

12:00 PM–1:15 PM

Working Lunch and Presentation: Transitions and Change—Solarium

*Dennis Berry, Acting Assistant Secretary, Office of Vocational and Adult Education
U.S. Department of Education, Washington, D.C.*

Please note: Session is open to all meeting registrants; however, lunch is only provided for state directors and their staff. Tickets are required for the lunch.

1:30 PM–4:30 PM

Mini-Training Institutes (pre-registration required)

Planning for a DAEL Monitoring Visit: Facts, Myths and Preparations—Caucus Room

This mini-training institute will equip state staff with effective strategies to prepare for an on-site monitoring visit based on the Adult Education and Family Literacy Act (AEFLA). Facilitators will identify the purpose of the monitoring visit, describe its overall organizational framework and expectations, explain the content of the monitoring visit as well as its basis in AEFLA and federal regulations, and discuss the state agency's critical involvement in shaping the planning process. Participants will have an opportunity to take part in multiple self-evaluations and group exercises. These learning activities will identify documentation that is appropriate to assemble for the team's review during the on-site visit and how to develop a responsive and appropriate agenda. Another objective of this workshop is to promote useful planning for an on-site visit and dispel common misperceptions that may hinder successful state preparations. The session is open to all state directors, although it is geared primarily toward states that have not received an AEFLA monitoring visit in the last three years, since those states are more likely to receive a future monitoring visit.

Anthony Corio, Division of Adult Education and Literacy, U.S.

Department of Education

Rebecca Moak, Division of Adult Education and Literacy, U.S.

Department of Education

Sharon Lankford-Rice, Division of Adult Education and Literacy, U.S.

Department of Education

Carolyn Buser, Division of Adult Education and Literacy, U.S.

Department of Education

Sarah Newcomb, Division of Adult Education and Literacy, U.S.

Department of Education

**Fulfilling Our Compact with Students: Making Standards Work—
Ballroom C**

Participants will experience first-hand a professional development model that drives to the very core of instruction—the classroom assignment. Rooted in the belief that students can do no better than the assignments they are given, this model was designed by The Education Trust and adapted for DAEL's Standards-in-Action (SIA) initiative. It engages instructors in examining and reflecting on assignments that they give to students,

shares how those assignments can support instruction, and describes what students will gain from the work. A team from Virginia, one of the SIA pilot sites, will demonstrate how its instructors collaborate to inject rigor and relevance into their assignments and align them with the State's content standards. Explore this interactive model's implications for designing vital standards-based professional development in your state beyond another one- or two-day workshop that fades into obscurity. Also learn about using the model both to confirm that instruction meets state standards and assess programs' educational quality.

Ronna Spacone, Division of Adult Education and Literacy, U.S. Department of Education

Kathy Chernus, Director, Adult Education and Literacy, MPR Associates, Inc.

Susan Pimentel, Education Analyst and Standards Consultant

State Policy Development: Tools and Tips for Writing Policy and Guidance—Ballroom AB

This mini-institute will provide state adult education staff with information and tools to use in developing state policies and guidance for the operation of adult basic education programs. This session will include theory and approaches to policy development as well as practical steps in writing policies for adult basic education (ABE) in areas such as ABE transition to postsecondary education and training. Participants will have an opportunity to discuss sample policies, use a template in preparing information for writing a policy, and examine processes for supporting the implementation of state policy.

Teresa Bestor, Division of Adult Education and Literacy, U.S. Department of Education

Judith Alamprese, Principal Associate, ABT Associates Inc.

4:30 PM

Adjourn for the Day

Thursday, March 19

8:30 AM–9:30 AM

Plenary Session: The 111th Congress—What’s Happening on Capitol Hill and How it May Impact Adult Education—Monet Ballroom

Education committee staff members will outline how legislative activity in the 111th Congress could impact the states’ adult education and literacy programs. This discussion includes reauthorization of the Workforce Investment Act (WIA) focusing on Title II, the Adult Education and Family Literacy Act (AEFLA); expectations for adult education funding in the 2010 budget, including potential set-asides for English literacy/civics education; and how any increases may be directed.

Moderator: Cheryl Keenan, Division of Adult Education and Literacy, U.S. Department of Education

David Johns, Senior Education Advisor, Senator Edward M. Kennedy

Kelly Hastings, Professional Staff Member, Minority Senate HELP Committee

Adrienne Dunbar, Education Policy Advisor, Majority House Education and Labor Committee

9:30 AM–9:45 AM

Break

9:45 AM–10:45 AM

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Facilitator: Christopher Coro, Division of Adult Education and Literacy, U.S. Department of Education
Content Expert: Larry Condelli, Senior Advisor, American Institutes for Research
Monet IV Room

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 1.

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Caucus Room

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Content Expert: Barbara VanHorn, Co-Director, Institute for the Study of Adult Literacy, The Pennsylvania State University
Quorum Room

NOTE: This Policy Networking Session provides a continued discussion from Concurrent Session 4.

10:45 AM–11:00 PM

Break

11:00 AM–12:30 PM

Regional Meetings

<i>Lafayette Room</i>	<i>(Northeast, incl. VI & PR)</i>	<i>Teresa Bestor</i>
<i>Quorum Room</i>	<i>(South)</i>	<i>Sharon Lankford-Rice</i>
<i>Caucus Room</i>	<i>(Midwest)</i>	<i>Rebecca Moak</i>
<i>Monet IV Room</i>	<i>(West)</i>	<i>Cay Buser</i>
<i>Monet III Room</i>	<i>(Outlying Areas)</i>	<i>Sarah Newcomb</i>

12:45 PM–1:00 PM

Closing Remarks—Monet Ballroom

Cheryl Keenan, Director
Division of Adult Education and Literacy
U.S. Department of Education