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Whole Person Wellness

by Sadie C. Hawthorne

Welcome to the new school year! Are you well rested and ready to work with adult learners or do you feel overwhelmed by all of the demands on your time and energy? Do you believe you are in control of your life or is life controlling you? Perhaps it is time to consider the areas of life and seek balance in each. This article will identify eight categories that should be considered when seeking that balance we so long for in our daily existence.

The first, and most obvious, is the **physical** category. The acronym **Healthy DEAR +** is a good way to remember the main components of physical wellbeing:

- ✓ **Diet:** Recent studies reveal that approximately one third of the population in our country is obese and one third is overweight (please note this is true for all age groups) based on the guidelines from the American Medical Association, included on the Body Mass Index (BMI) chart. The Standard American Diet (as our diet is known around the world) is, indeed, very SAD. Processed foods, refined sugar, and excessive food additives such as sodium have all contributed to our problems. What's a body to do? Shop the outer edges of the grocery store, with an emphasis on fresh vegetables, fish, and fruits.

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VCU



THE VIRGINIA
ADULT LEARNING
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Virginia Commonwealth University

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VCU

Whole Person Wellness

<<< *continued from p.1*

- ✓ Exercise: Start now with your choice, such as walking, swimming, or cycling. Gradually increase your activities so you can engage in movement that strengthens your cardiovascular and muscular systems. **Always check with your health care provider before beginning a new program.**
 - ✓ Agua: The current recommendation is to consume one half of your body weight in ounces of water daily. Again, increase slowly to work toward that measure.
 - ✓ Rest: According to research, you will benefit from and be at your best if you get between six and nine hours of sleep a night. Find out what your ideal amount is and try to maintain that each night. It is important to be consistent with your bedtime in order to feel most rested. If you want extra rest, go to bed earlier. Unfortunately, sleeping in will not produce the desired results.
- + All your efforts to improve your life will be magnified with a positive attitude! Count your blessings. Focus on the good in your life. You will find what you seek!

In addition to the physical self, we should also consider our emotional, social, mental, spiritual, volitional, P&P, and the category I list as "et al. areas." Read on to catch a brief glimpse of each area.

Daniel Goleman brought attention to our emotional intelligence (EQ) and social intelligence (SI) in his books. Emotional and social intelligence allow us to identify our emotions and determine why we have them, manage our emotions effectively, recognize emotions in others, and maintain a healthy relationship with others, both in the personal and professional arenas. The greater your awareness in these areas, the higher your emotional and social intelligence. How do you respond when a student becomes upset or frustrated? How about your significant other or your child? As our awareness of emotions increases, so does our emotional intelligence. Yes, we can actually grow in this area.

As educators, we have placed great value on standardized tests to identify our mental intelligence. It's time to think outside the box! As Howard Gardner proposed in his 1983 book, *Frames of Mind*, there are many ways to consider being smart, or multiple intelligences, as he named the concept. Are you supporting your areas of strength, such as the linguistic or naturalist interests you have?

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Meeting the Innovation Challenge

by Virginia Department of Education Staff

photo by Karen Gent

The Innovation Challenge Grant was announced to program managers in November of 2017, the applications were due February 1, and activities funded by the grant had to be completed by June 30. This quick turn-around grant used reallocation reserve funds from the 2016-2017 program year and was established to address the priorities of increasing enrollment and retention, increasing measurable skill gains, and addressing WIOA priorities such as offering integrated education and training (IET) programs.

the Lee County Career and Technical Center, the program was able to loan the laptops to adult students who had the opportunity to earn the laptop outright if they completed the program. Twenty students enrolled, and 17 were retained through the end of the program, logging 516 contact hours. Twenty GED® subtests were passed, and four GED® credentials were earned during the program. The program reports that its greatest challenge was the true depth of the digital divide in the region, and staff had to face a combination of topography, economic development, and

These programs demonstrated that they could, in a compressed time period, design interventions for outcomes, leverage community partnerships, and deliver results for their participants and communities.

Recipients of the grant shared their outcomes and lessons learned at the July Adult Education and Literacy Conference in Williamsburg. In case you missed the session, some highlights are below. These programs demonstrated that they could, in a compressed time period, design interventions for outcomes, leverage community partnerships, and deliver results for their participants and communities. Way to go, 2017-2018 winners!

Region 1, Regional Adult and Career Education, created a Laptop Learners program to offer on-demand, online learning to students without transportation, reliable Internet service, and/or personal computers. Using laptops refurbished by

poverty. "We thought our learners simply could not afford Internet service... In reality, our students live on mountain roads and on ridges where Internet services have not been built out." The solution was to loan students wireless hotspots, but even with these devices, students had to find locations with sufficient reception to log onto the distance curriculum.

Region 2, Southwest Regional Adult Education, created an IET program to train students as Certified Nursing Assistants. Eighteen students completed the training, earning a CPR Certification and completing [REVIVE! Lay Rescuer](#) training, and 16 have received their certification from the Virginia Board of Nursing. Thirteen graduates are employed

(see the sidebar about the “reverse career fair” the program held), and one is enrolled in a Licensed Practical Nursing program. One of the biggest challenges was managing the overwhelming response to the opportunity. The program met its target of 40 candidates within the first week of promotion and has a 60-person waiting list for the fall 2018 cohort.

Region 4, New River Community College, used its Challenge fund to extend classes through the end of June. This allowed 89 students to continue their studies, logging 1,051 attendance hours. Eight of the students earned a GED® credential and others passed three or fewer subtests. Three students have subsequently enrolled in postsecondary education. The English language acquisition classes extended programming for two weeks to focus on workforce preparation activities, including resumé writing, cover letters, and interviewing. The students showed their appreciation for the focus of the extra classes with perfect attendance.

Region 6, the Shenandoah Initiative for Adult Education, engaged with a new partner at the regional jail to offer adult basic education and workforce preparation classes. The program had 25 students, logging 844 hours, from a population not previously served by adult education. Eight students earned Career Readiness Certificates, four applied for educational assistance through Virginia Career Works–Shenandoah Valley, and a pre-GED® pathway was established to complement the existing GED®-prep class the jail offers. Lessons learned on how to manage enrollment and student transfers among this population are being applied to further collaborative projects.

Region 14, Southside Virginia Community College Transitional Programs, received an award to expand their IET programming with the community college’s commercial truck driving training program. They were able to sponsor 19 students to earn their Class A Commercial Driver’s License and gain employment immediately upon completion.

What is a Reverse Career Fair?

A reverse career fair is not your typical job fair. It’s the job-seekers (IET program completers) who are promoting themselves, rather than the employers setting up booths trying to get the attention of prospective employees. The format of the reverse career fair allows job-seekers to showcase their skills and strengths in a one-on-one environment. Employers visit stations where they learn directly from a job-seeker about his or her education, employment history, skills, and achievements. Job-seekers create professional profile slide shows and resumé packets for potential employers. For more information on how this reverse career fair worked for Region 2’s graduating CNA students, contact Karen Gent at kgent@russell.k12.va.us.

Region 21, Peninsula Regional Education Program, was awarded two grants. For one of the grants, the program expanded English language acquisition and workforce preparation services through a partnership with a local community-based refugee resettlement organization and was able to log nearly 2,000 additional hours of attendance. With the second grant, the program established an IET program with Thomas Nelson Community College and served 21 students for 2,149 hours. Fourteen students in the IET program earned the American Hotel and Lodging Kitchen Cook certification, and two are continuing in an apprenticeship program.

Watch for the 2018-2019 Innovation Challenge announcement this fall. Start a conversation in your program about how a focused intervention could address local needs and opportunities. 📍

This article was prepared by the staff of the Virginia Department of Education’s Office of Career, Technical, and Adult Education.

Considering Their Past: How Trauma Plays a Role in Learning

by Gregroy J. Moxley


Imagine that you are driving down the road in your car on a beautiful, sunny afternoon. A moment later, your world flips upside down. You are involved in a car accident with another vehicle. As the ambulance sirens echo in the background, you start to consider what kind of toll this accident will take on your physical health. As the minutes progress, you begin to think about the individual in the other car. How badly are they hurt? How long will it take them to recover? Will either of you ever be the same again?

Trauma comes in many forms, and just like after a car accident, how each person recovers from their traumatic experience will be vastly different. By definition, trauma is an experience that overwhelms an individual's capacity to cope with that experience. A growing focus on educators becoming trauma sensitive has been sweeping through the profession in recent years, as educators seek ways to gain a better understanding of who their students are and why they operate the way that they do. As student and teacher bonds form, the educational experience becomes more enjoyable. These shared bonds lead to more empathic experiences between the teacher and the student. As teacher and student learn to connect and develop a deeper understanding of each other, methods of communication are refined, and this results in stronger teaching and learning.

Being trauma sensitive does not mean that teachers need advanced training to handle trauma in the same way a psychologist does (we already have enough hats to wear). Rather, teachers need to have an understanding of what role trauma has on their students' learning. Individuals deal with trauma in a variety of capacities that can range from isolation to aggression. The

effects of trauma can extend beyond anti-social behaviors as well. Studies conducted by the Center for Disease Control and Prevention found that individuals that experienced multiple traumatic events during their adolescence are more likely to suffer from physical and mental diseases; these include obesity, diabetes, depression, COPD, stroke, cancer, heart diseases, and suicidal thoughts. The research suggests that the more traumatic experiences you have in life, the shorter your life expectancy will be.

“By offering to listen, you are affirming to your student that they matter to you.”

So how does one go about incorporating trauma sensitive practices into their pedagogy? The first step in trauma sensitive teaching is to acknowledge the impact trauma takes on the whole person and put supports in place to help individuals manage their traumatic stress. More often than not, your schools will not have immediate access to the appropriate long-term supports needed to help this person combat their trauma. However, you are always capable of listening. By offering to listen, you are affirming to your student that they matter to you and that you have their best interests at heart. For students with intensive trauma, they are immediately seeking an answer to this question every time they meet another individual: Is this person here to help me or to harm me? 

Greg Moxley leads the ISAEF program for Virginia Beach City Public Schools. Prior to his current role, he taught social studies at the high school level. Greg has a passion for social-emotional learning and working with resilient youth. He has attended Longwood University, Old Dominion University, and George Washington University

Corrections Included at AE&L Conference

by *Matthew Rose*


In July, I had the privilege of attending the first annual Adult Education & Literacy (AE&L) Conference. As a person who is involved in correctional education, I was excited at the prospect of the theme—Innovate, Motivate, Integrate—and how it might impact my work and my interaction with other correctional educators. My excitement was not unfounded, as the theme of the conference addressed my needs completely. To better reflect on the conference from the lens of a correctional educator, I want to look more deeply at the sessions, keynote speakers, and the most unique part of the conference, the Think Tanks.

In my experience of past conferences, many sessions seemed as though they were not geared towards correctional education. For the AE&L conference, there was a specific corrections focus that covered a variety of issues that impact our day-to-day jobs. We have students who come to us with a variety of backgrounds and issues that can inhibit learning. Also, we often have to come up with creative ways to educate students who were not always successful in schools. We do all of this in a stricter and more limited environment. Those are our challenges, but I must say it was easy to find sessions that helped us to address those classroom needs, and those sessions are paramount to helping our students with reentry to society and keeping recidivism at bay.

Two keynote sessions really stick out in my mind, and those were delivered by Dr. David Coogan and Dr. Kris Westover. Dr. Coogan had a writing class in a local Richmond jail, and he came up with a creative way to help offenders find their voices. Finding their voices allowed the offenders to change their lives, and the subsequent publication of their writings has impacted many more. Dr. Kris Westover, President of Mountain Empire Community College, shared with us a personal story about her educational journey. It truly motivated

me and reminded me, and all educators, how much education can change lives. As a correctional educator, it is rare to find keynote speakers that touch our areas of work so closely.

Probably the most enjoyable part of the conference for me was the Think Tank sessions. This was an excellent addition to the conference to allow professional groups to get together and digest the information learned throughout the conference that day. I was the moderator for the Correctional Think Tank, and I must say that we went over our allotted time every day. The informal structure allowed us to delve into topics and share ideas and solutions to similar problems that we all face at our institutions and jails. Department of Corrections (DOC) and regional jail educational staff do not always get to interact with each other, so we took advantage of the opportunity. I certainly appreciated this addition to the conference and the value it added to our agenda.

Correctional education is extremely rewarding and challenging. Every day presents new challenges to be solved and new ways to help students achieve their goals. We know that education changes lives, and for correctional educators, the change can be even greater. We want to educate offenders to ensure that incarceration is not a ceiling to being a productive citizen, but a floor that supports all future efforts to grow and be successful. It is this goal that helps drive my work, and the AE&L Conference was a worthwhile tool that will enable me to achieve that goal. 

Matthew Rose is the Western Director of Testing for the Department of Corrections, Division of Education. He also served on the 2018 AE&L Planning Committee. Previously, he worked as a high school mathematics teacher in Dickenson County and an adult education teacher in regular and PluggedIn classes for the Southwest Regional Adult Education Program. Matthew has a master's degree in education from Old Dominion University and a bachelor's degree in mathematics from UVA-Wise.

Virginia Wizard Supports Workforce Preparation

by *Kate Daly Rolander*



Get started on your college or career journey here!



I am a Student



I am a Veteran



I want to join the Workforce

The Virginia Wizard is an interactive online career exploration and planning tool developed and maintained by the Virginia Community College System (VCCS). Adult education programs around Virginia have incorporated the Wizard into their intake processes as a way to help learners identify their career interests, strengths, and options for continuing education and training along a career pathway. Learners can register and create their own free accounts to help monitor their progress and to continue to access new resources.

The Wizard's landing page offers three options for services: one for students, one for veterans, and another for adults who want to enter the workforce. The three service options come with similar offerings related to translating a learner's experiences, skills, and interests into a career plan; however, they customize their offerings to make the experience relevant for a wider range of job seekers. For veterans, for example, there is a tool to help find civilian careers based on a learner's experience and branch of service, as well as a link to find a local college representative for veterans.

The workforce service option supports adult education programs' goals of helping adult learners enter and succeed on a career path. As more programs incorporate Integrated Education and Training (IET)

programs into their offerings, the Wizard can serve as a valuable tool for students to use during intake, throughout training, and beyond as they enter into employment and postsecondary education opportunities.




NEED HELP? ASK GINNY

With guidance from an instructor or a career coach, our learners can create free accounts and access the workforce service portal to:

- assess their career interests and work skills,
- build important soft and technical skills that are important to employers,
- develop a career plan and identify what kinds of jobs they would most want to secure,
- practice resumé writing and interviewing,
- learn about ways to network and manage their social media presence, and
- locate career resources in their local areas.

For adult learners who have expansive work histories and life experiences, the Wizard may be a valuable companion tool to use in conjunction with a career coach or another job mentor. The tool provides immediate and up-to-date information and resources that will help guide learners toward additional education and training options in an industry where they show aptitude and interest, providing them with potential costs and time commitments, and helping them to make informed decisions about how best to proceed along a chosen career path.

Access the Wizard and create an account [here!](#) 

Kate Daly Rolander is Workforce Instructional Specialist at the Virginia Adult Learning Resource Center.

Research on New Reading Assessments: Opportunity for Adult Learners and Programs

Educational Testing Service (ETS) is leading a multiyear research study sponsored by the Institute for Education Sciences (IES) that aims to develop innovative, Web-based reading assessments for adult learners. ETS is creating a web-based suite of valid and reliable assessments that are precise, relevant, and instructionally informative.


The suite consists of two types of assessments designed to provide a more complete picture of reading ability: (1) a reading components test battery and (2) scenario-based assessments that model and measure higher-level comprehension. The current research project extends ETS' extensive K12 Reading for Understanding work to adult readers with third- through eighth-grade reading levels; the assessments are designed for use in adult education programs.

With a battery of brief subtests targeting foundational reading skills such as vocabulary, understanding word parts, sentence processing, and fluency, the SARA (Study Aid & Reading Assessment) was developed to help identify students with skill deficiencies in important reading components and to provide detailed information to teachers to guide instruction. The GISA (Global Integrated Scenario-based Assessments) measures comprehension skills such as integration, evaluation, and perspective-taking in digital and contextualized reading environments. The GISA is scenario-based, aiming to motivate and support less skilled readers through a model that incorporates realistic purposes for reading, meaningful structure and sequence, and interaction with simulated peers.

In fall 2018, ETS moves from small-scale usability studies to begin large-scale field testing and data collection across the country. Adult education programs are invited to participate at one of two levels:

The first level is to support recruitment efforts directly: to identify adult student volunteers who can participate in research sessions. Volunteers will provide consent, take the new web-based tests, answer online questionnaires, and receive a gift for their participation. Ideally, programs will provide Web access using digital devices (such as computers or tablets). Adults can consent to have their score results shared with the participating program. Programs will also be compensated for their support.

The second level is for programs to request outcome data directly. ETS will then provide timely score reports that describe the reading strengths and weaknesses of the students, both individually and as group, to assist in making instructional decisions or for other appropriate uses. Participation at this level will provide continued access to the assessments over time and at a larger scale than the grant would expect to support for the cross-sectional study. ETS hopes to provide this service for no fee or for a minimal fee for the duration of the grant period (through 2020) in exchange for access and rights to the student data.

Anyone who would like to know more or get involved can contact Kathy Miller by email at recruitment@ets.org. 

A Different Type of Assessment

by Sadie C. Hawthorne

As educators, we often schedule assessments such as TABE tests, GED Ready® practice tests, the GED® test, and Career Readiness Certificate evaluations for our students. While these give us a snapshot of current academic skills, they also leave some gaps in understanding the whole learner. With that in mind, the following three self-assessments are suggested as a way to get, as Paul Harvey used to say, the rest of the story.

Begin with a personality profile to gain a clearer understanding of how your student will likely relate to you and others. Is he careful with detail or does he find a casual response satisfactory as long as you still like him when he finishes? Would she prefer to do things her way because she is confident she is right, or is she so concerned for harmony, approval, and peace that she will agree with most any explanation of how to answer a question whether she understands it or not? A simple assessment will reveal a tremendous amount about your students and allow you to be more effective when trying to communicate with each of them.

Next, a learning styles inventory will reveal the most effective way for the student to gain information. While we often think of the traditional three styles (auditory, visual, and bodily/kinesthetic), there are other considerations. Does your student benefit most from working independently or in a group? Will a global approach to the material work, or does he respond better to a sequential approach? (Does he need to see the forest, then identify the trees, or go tree by tree to understand the forest?) Does she express herself more effectively orally or by written response? Each of these options will impact the learning experience.

Then, find out the other ways your student is “smart” with a multiple intelligences

assessment. While the popular term is differentiated learning, Howard Gardner began the conversation with his book, *Frames of Mind*, in 1983. There are models of recommended approaches to teach the lessons in your curriculum based on the areas of high intelligence. For example, an effective lesson on the economic law of supply and demand for a student who scores high in the linguistic category might allow him to read about the subject. The student who scores high in the spatial area may want to examine a graphic chart that illustrates the principle. The approach can be tailored to the individual area of intelligence, which allows for a tremendous amount of creativity for us as educators while we increase the understanding of the material for the student.

One last thought/challenge: Professional, assess thyself first! Reminding yourself, or perhaps finding out for the first time, your personality style, your learning style (hint: it is not a surprise to learn that we tend to use methods to teach based on our own preferred style of learning), and your highest of the multiple intelligences will increase your classroom effectiveness. It will also raise your awareness and allow you to identify characteristics and qualities of the possible combinations of personality, learning styles, and multiple intelligences in your students. You will also find it helpful in your personal life to be able to recognize the characteristics of your family and friends and improve your relationships with them. 📍

Sadie C. Hawthorne is currently the Director of Adult Education at the Virginia Center for Behavioral Rehabilitation. She has an M.S. in administration and supervision and an M.S. in counseling. She has taught a range of students from kindergarten to college and has developed and conducted workshops and keynote addresses on a range of topics.

Whole Person Wellness

<<< continued from p.2


Emotional and social intelligence allow us to identify our emotions and determine why we have them, manage our emotions effectively... and maintain a healthy relationship with others, both in the personal and professional arenas.

The belief in a power greater than our self and a need for that belief is at the core of our **spiritual** component in life. We are hardwired to seek the connection. Seek, and when you find, grow closer. As humans, spiritual connection will bring peace to a weary soul.

Decisions, decisions, decisions, and more decisions! In our **volitional** state, we are challenged to make wise, healthy decisions moment by moment. Some are large (will I accept this job or a marriage proposal?), some are minor (which menu item will I order for my meal?), and we are always faced with more and more. Gather your data and seek to make the most informed decision possible in each instance.

P & P represents purpose and passion for our lives. What do you believe is your purpose in life—why are you here on earth? Passion—what is there in your life that drives you, what is so important that you think you must be able to continue to do it or be involved in it for your life to have meaning and value? Identify and live it!

The Latin phrase **et al.** covers everything else, such as your heredity, current environment, personality, etc. In reviewing these factors, we can determine their influence and determine what role we will allow them to play in our lives.

So this is a glimpse of the eight categories. How much balance do you believe you currently have? What small changes are you willing to make to bring more balance to each area? What are you waiting for? 

Sadie C. Hawthorne is currently the Director of Adult Education at the Virginia Center for Behavioral Rehabilitation. She has an M.S. in administration and supervision and an M.S. in counseling. She has taught a range of students from kindergarten to college and has developed and conducted workshops and keynote addresses on a range of topics.

2018 *PROGRESS* CALENDAR

OCTOBER



19 VATESOL Conference:
Empowering English Learners
for Today's Challenges
Charlottesville, VA
www.vatesol.cloverpad.org

19-Nov 5 Deeper Thinking
Through Questioning
LINCS TEAL Online Course
tinyurl.com/tealOct18

22-Nov 12
Formative Assessment
LINCS TEAL Online Course
tinyurl.com/tealOct18

23-24 VAACE/VLF
Joint Conference
Hampton, VA
vllc.wordpress.com/conference

25-26 Coalition on Adult Basic
Education (COABE)
Virtual Conference
www.coabe.org/2018-virtual-conference

29-Nov 19
Student-centered Learning:
Motivation and Persistence
LINCS TEAL Online Course
<https://tinyurl.com/tealOct18>

NOVEMBER



12-14 National College
Transition Network (NCTN)
Conference
Cambridge, MA
www.collegetransition.org

DECEMBER



28 Hire Education Conference
Hot Springs, VA
tinyurl.com/HireEd18

JANUARY 2019



28 VALRC Winter Term Begins
Facilitated Online Courses
valrc.org/trainings/index.html

MARCH

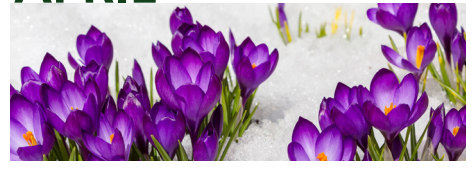


9-10 Virginia Council of
Teachers of Mathematics (VCTM)
Annual Conference
Farmville, VA
www.vctm.org/VCTM19

12-15 TESOL International
Convention
Atlanta, GA
www.tesol.org/convention-2019

31- Apr 3 Coalition on
Adult Basic Education (COABE)
Conference
New Orleans, LA
www.coabe.org/conference-2019

APRIL



1 VALRC Spring Term Begins
Facilitated Online Courses
valrc.org/trainings/index.html

JULY



10-12 Adult Education and
Literacy (AE&L) Conference
Roanoke, VA

