

Bridging the Vision: Expanding Access to Success in Adult Education



*A welcome from Kate Daly Rolander,
VALRC Workforce Education Specialist
and Interim Manager*

2022 has brought many changes and great opportunities for the Virginia Adult Learning Resource Center (VALRC). First, our fearless leader of many years, Joanne Huebner, stepped into the next exciting phase of her life and is easing her way into retirement. While we miss her greatly around here, we're also happy she gets to devote so much of her time and energy to her children and grandchildren now. Thank you for all you've done for the VALRC and for adult education around the state, Joanne!

Secondly, the VALRC has a new home at VCU. Before she left, Joanne supported VALRC's move to the VCU School of Education's [Center for Teacher Leadership](#) where we are exploring new ways to partner with other VCU education centers and expand our reach through coaching models and building teacher leadership. During our transition, I am serving the VALRC as its Interim Manager and continuing my work as the Workforce Education Specialist. While we at VALRC are experiencing some shifts, you can rest assured that our service and commitment to you, our adult educators, remains steadfast.

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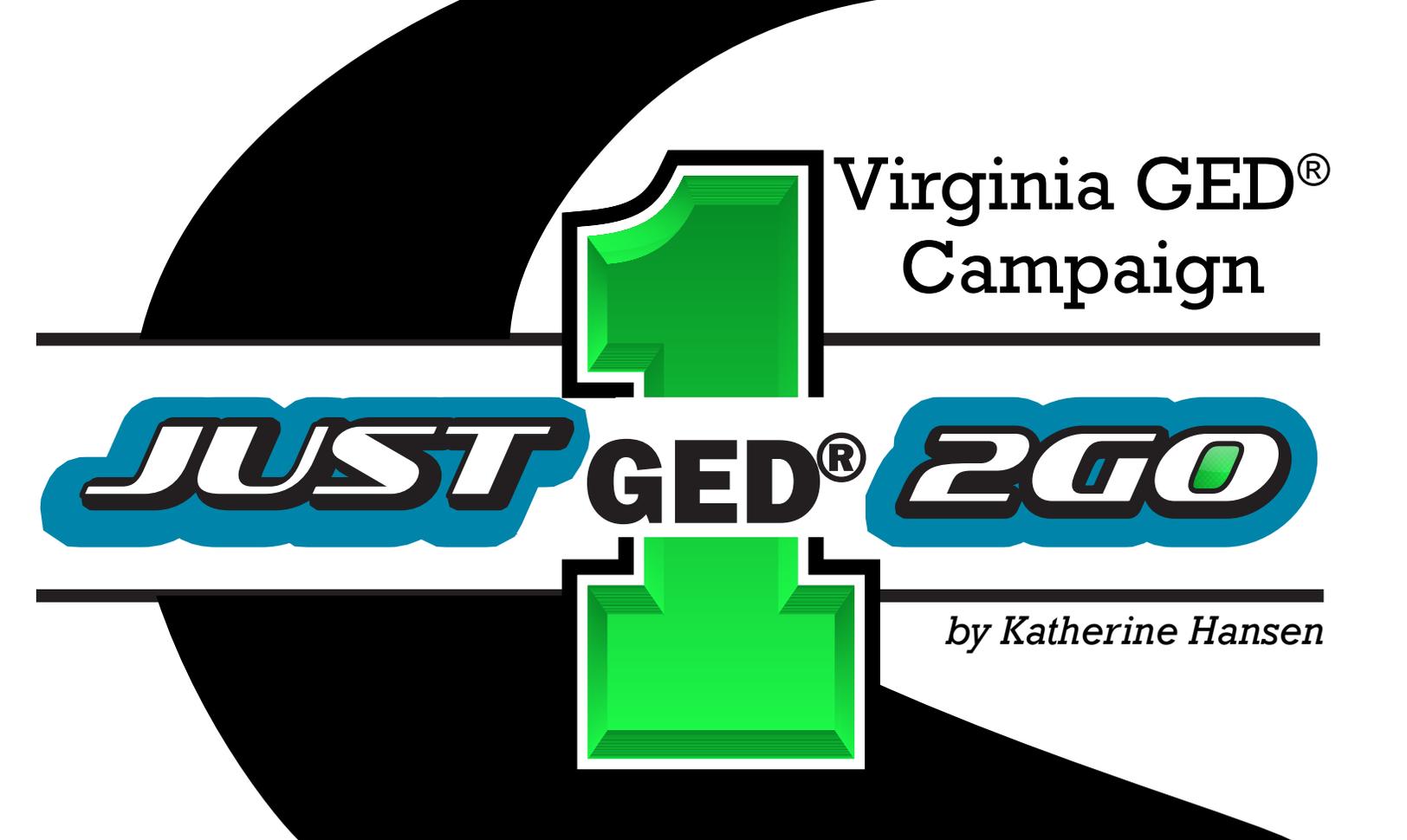
This issue of **PROGRESS** focuses on high school equivalency (HSE) and the new ways we have expanded access to HSE through innovative programming and peer-to-peer teacher and learner networks. We hear from Jessica Chenoweth of the Staunton/Augusta Adult Learning Center in Region 6 (p. 15) along with Hannah Bishop and Johnny Rodriguez Zavala with the Sacred Heart Center community-based literacy organization (pp. 12-14) as they present opportunities and considerations for Spanish-language GED® test preparation and testing.

GED Testing Service® State Relationship Manager, Adora Beard (p. 6), leads us through the increased options for virtual and hybrid GED® test preparation that allows for greater program flexibility. Further, Janita McNemar, Nancy Companion, Lynn Winfrey, and Ann Butler (pp. 18-22) provide guidance and tips to support learners through the National External Diploma Program.

Targeted interventions, like bootcamps, help learners where they need it most and Letisha Woods (p. 8) from Richmond Public Schools Adult Education program in Region 15 offers a look at how they have gone about innovating a solution to help their learners succeed in GED® math. Another creative approach is brought to us by VALRC's Hali Massey (p. 23) where she demonstrates how the evidence-based Learning Circles model can help support HSE learners with a peer network.

Connect with us and connect with each other through VALRC's newly updated website. Check out our "Stories from the Field" page highlighting Region 3's newest GED® graduate Courtney Green (p. 10) and reach out to Katherine Hansen at the VALRC to learn more about the Just1_2GO Virginia GED® campaign (p. 3). With a collective effort and focus, together we can help our adult learners achieve measurable gains and reach their educational goals. 

Dr. Kate Daly Rolander is the Interim Manager and Workforce Education Specialist at the Virginia Adult Learning Resource Center (VALRC). She is currently leading the team of educational specialists in carrying out the VALRC mission of equipping the field of adult education and literacy with essential skills and resources through an equity mindset. In addition, Kate supports Virginia's development and implementation of career pathways programs, assists instructors and staff in tailoring instruction for workforce readiness, and coordinates the state's PluggedInVA programs.



Virginia GED® Campaign

JUST GED® 2GO

by Katherine Hansen

“Together we can bring every one of our adult learners across the finish line!”

Towards the end of 2021, Virginia had 3,396 GED® test takers who had just one subject remaining for them to receive their GED® credential. While this number is similar to many other states and most likely due to the challenges that the pandemic has brought to bear, the Virginia Department of Education’s Office of Career, Technical, and Adult Education (VDOE OCTAE) engaged the Virginia Adult Learning Resource Center (VALRC) to prioritize efforts and create a promotional campaign to assist adult education programs across the state with tools and resources. The hope is that with a unified message and a collective push, we can together reach the individuals who need our services the most and provide them with the support and encouragement that we do best to help

them reach their educational goals. Led by VDOE OCTAE Specialist for High School Equivalency, Dr. Sue Mansfield, a working group set out to develop a modernized version of what many Virginia adult educators may remember from the past as the “Race to GED®” governor’s initiative.

Campaign

The current campaign aims to provide adult education programs with an array of options to choose from yet maintain a cohesive strategy. A medley of customizable assets in a variety of formats has been made available for download from a [shared Google drive](#). The feelings that the messaging and imagery aim to evoke are “uplifting, supportive, personalized, and energetic”.

Logo

The logo is designed to be reminiscent of the racing imagery from times past, yet convey that the journey for our learners to cross the finish line is not far. The use of numbers interspersed with text reflects the text-communication style of our times. The use of blue and green colors symbolizes balance, growth, and trust (Lurie, et al.). The green light illuminated in the “go” is meant to promote action to move forward in a positive direction.

Collections

Two collections within the campaign have been created to allow for more than one way to deliver messaging. The “Overcoming Barriers” collection addresses the most common obstacles that adult learners face in their GED® journey and the solutions that adult education programs provide. The “Inspiration” collection aims to promote learner self-care while providing a supportive and encouraging call to action. Both collections have messaging that can be used in its entirety for flyers and emails or broken down into multiple short communications for social media blasts.

Assets

Colorful and cohesive flyers, emails, social media designs, videos, and video scripts have been created to allow for individual program customization. A kick-off webinar took place on February 10, 2022 to introduce the campaign to programs across the state, answer questions, and rally together as a group. If anyone has additional questions about GED® testing in Virginia or would like to watch the webinar, please contact Dr. Sue Mansfield at sue.mansfield@doe.virginia.gov.

Programs across Virginia are beginning to add the Just1_2GO logo to their websites, post messages, and distribute flyers. As we make a concerted effort to unify and drive our message of adult ed programming home to our learners, be sure to tag VALRC (@VAELN/@VALRCVCU) in social media and use the hashtag #Just1_2GO. For assistance with your promotions and community engagement efforts, please contact Katherine Hansen at kghansen@vcu.edu.

Let’s blanket the state with our concerted efforts to reach our GED® test takers. Together we can bring every one of our adult learners across the finish line! 🏁

Reference

Lurie, I., Marsten, E., Becker, M., Arnold, J., & Dickinson, M. (2009). *Web marketing all-in-one for dummies* (1st ed.). Wiley Publishing, Inc.



Katherine Hansen, M.Ed., serves as the Communications & Community Engagement Specialist for the VALRC. She is currently pursuing an Ed.D. in educational leadership at Virginia Commonwealth University and is a certified TESOL instructor and Project Management Professional (PMP®). Katherine’s career experience bridges the academic, nonprofit, and corporate worlds in global intercultural communications, teaching/training, and program/organization development.

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Is it the math?

We've got boot camps to knock this out!

by Adora Beard

Creating Opportunities through the Evolving GED® Test Program

The GED® test program is evolving to become more learner-centric which remains essential to helping learners develop their skills for postsecondary education and the workforce. At GED Testing Service®, we have always seen the life-changing impact of the GED® certificate and the opportunities it provides for so many of our learners who need a high school diploma or are seeking an alternative to the traditional K-12 system. Since revamping the program in 2014, however, we have learned that we must still make necessary changes to meet our learners where they are while connecting them to the resources that will provide a pathway to sustainable living wages post-credentialing.

■ Flexible Testing and Study Options

The last two years have brought even more of the need for flexibility into perspective, as we all have had to work amid uncertainty during the pandemic. How learners earn a GED® certificate has changed with the increased need for virtual and hybrid preparation and testing options. Our learners demand flexible study plans and options that allow them to prioritize their health, work, family, and other commitments. Therefore, we created the [Online Proctored Test](#) option for programs and continue to offer it in Virginia. Learners have told us that this option has allowed them to focus on test day while eliminating concerns that can increase their stress levels, including the need for childcare and transportation. We have also considered how we can offer more study tools that help learners in various stages of the GED® journey and the educators that support them along the way. [GED+](#) was launched last year as an all-inclusive program that gives learners access to a personal advisor, study tools, practice tests,

1-to-1 tutoring, and includes a test pass guarantee. This program helps learners who need some additional guidance in the self-study journey. It can be used to support educators working with a student in need of extra help with one or multiple subjects. Through research and direct learner input, we continue to build out our study tool options to help learners with a variety of learning styles and preferences.

■ Educator Support and Professional Development

The GED® test program would not be where it is without the input and support of adult educators. We rely on your feedback and guidance to connect to GED® learners directly. The relationships and trust that learners have instilled in their instructors are increasingly important. Learners often navigate an overwhelming number of choices and decisions while managing the challenges and distractions that life may bring. Our training resources and professional development offerings have evolved as we seek additional ways to support educators. Through collaboration between our professional development and assessment teams, our [bi-monthly webinar series](#) covers topics including addressing skills gaps in math, building reading skills, the [GED.com](#) student account experience, requesting accommodations, and more. We know that so many learners are often just one or two subjects away from earning their credentials and it is our priority to equip educators with the latest research and insights to get them to the finish line.

■ From GED® Certificate to the Workforce

A significant source of pride for the GED® test program lies in how the possibilities for our learners are endless. We know that our

learners seek to earn their credential for various reasons, and their pathways post-credential can vary. As the GED® test program has evolved with our learners, we have placed an increased emphasis on how we can genuinely help them succeed in life. Whether they seek to attend a postsecondary institution for a college degree, certificate, or training program; earning a GED® certificate has proven to give them the skills they need to pursue the life they desire and deserve. As we develop additional partnerships across our parent company under the Workforce Skills Division, we have a unique opportunity to connect our learners to employers, workforce skills assessments, and other resources that invest in their long-term success as GED® graduates, while looking

at the needs of the current and future workforce.

The evolution of the GED® test program is essential to the success of our learners. Therefore, we will continue to adapt to meet our commitment to advocate for and create equitable learning opportunities and pathways for all. 

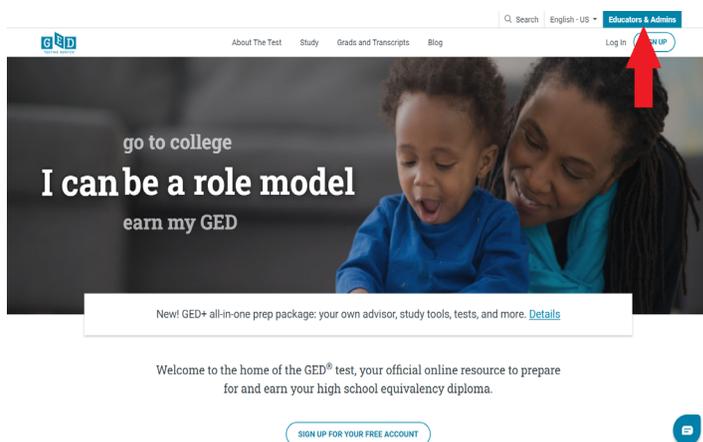


Adora Beard is the State Relationship Manager with GED Testing Service® for Virginia and Strategy and Stakeholder Lead with Pearson Bold. Adora has worked with GED Testing Service® for 29 years in various roles, and in addition to her current role, she focuses on internal and external diversity, equity, and inclusion efforts.

GED Testing Service® offers educators and program managers a plethora of information and resources to help support your GED® program initiatives.

When you go to ged.com, simply click on the [Educators & Admins](#) tab in the upper, right-hand corner of the page.

When the page opens, you will find materials that can be used in the classroom, teacher resources to help guide instruction, and opportunities for professional development.



If you click on **View Resource** under [Professional Development Training](#), you can access free webinars. Learn effective classroom strategies and techniques by joining the bi-monthly [Tuesdays for Teachers](#) webinar series. These webinars are recorded and can be accessed and viewed later at any time. A certificate of attendance can also be downloaded after viewing the webinar.



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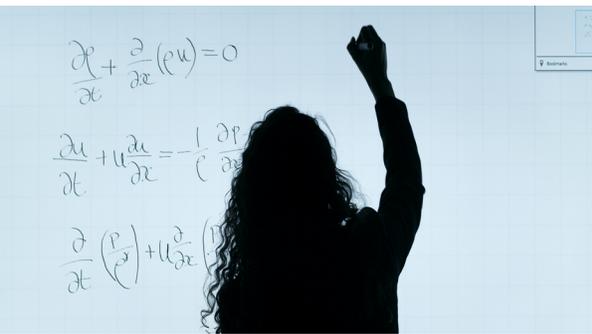
If you want to stay informed about GEDTS® webinars and all of the latest news and resources that are being offered, go to the very bottom of the webinar page and sign up for the [In Session Educator Newsletter](#).

Another option is to visit or subscribe to [GED Testing Service's® YouTube channel](#).

by
Letisha Harris Woods



Math Boot Camps: From Struggle to Success



Learners would be more likely to pass their exam if their deficiencies were targeted and specific interventions created to maximize their engagement, reduce their preconceived dislike for math, and provide an alternative venue with different peers.

The Region15 Math Boot Camp is an idea born from a GED® coordinators' meeting. Its premise is to provide an opportunity to strengthen and assist struggling math students in order for them to pass the official GED® test. In the Capital Region, we determined that many of our adult students whom we serve identify math as their least favorite subject. The ABE /GED® staff noted that while some participants had passed the reading language arts, science, and social studies portions of the test, many showed test scores on the GED® Ready practice test that indicated cause for concern (the yellow range in GED® Manager). In addition, feedback from instructors, learners, and re-testers indicated that math support and intervention were necessary. It was concluded that for this select group, they would be more likely to pass their exam if their deficiencies were targeted and specific interventions created to maximize their engagement, reduce their preconceived dislike for math, and provide an alternative venue with different peers. Therefore, we set out to construct a formalized solution.

Organizational Flow

The synergy that the coordinators exuded as we planned and put strategies in place to match the deficiencies of the target population was amazing. Our first planning session took place on a Saturday morning and consisted of the coordinators and math instructors from each of our localities. Each locality selected several instructors from their teaching staff to attend. The aim of the planning session was to provide an opportunity for the coordinators to discuss the purpose and the goals of a bootcamp. Instructors were asked to watch GED® Live videos to gain insight into the sections found in the math subject areas. Then, the group collaborated with each other on strategies and

interventions that could be implemented in the various math content areas.

The focus for the Math Boot Camp was divided into the four math content areas: Number Sense, Algebra, Geometry, and Advanced Math. Two instructors were placed in a content area. In addition, two additional substitute instructors were hired in the event that a substitute was needed. Each team of instructors created a lesson plan and a list of supplies needed for their sessions. The lesson plan would extend to three sessions. The coordinators were asked to assist with supplying the instructors with classroom supplies which included: a laptop computer, calculator, and LCD projector.

Selection of Participants

Participants were selected from GED® Manager, teacher recommendations, TABE 11/12 post-assessments, re-testers, current students, previous students, GED® Ready test, and GED® Official math non-passers in our region. Once this information was collected, it was used to place students into their content area of need. Each class could hold at least 20 students. Students had the option of attending all three sessions or just one session, although we recommended all sessions which would better prepare them for their test.

Transportation

Transportation was provided for students who needed it. Richmond Adult Education contracted with the Richmond Public Schools district to use school buses to transport students from the Henrico Adult Education Center on Nine Mile Road and Richmond Alternative School on West Leigh Street to the Henrico Carousel Lane location.

Day of Class Operations

All students were required to sign in and were given a name tent, spiral notebook, and a pencil. Instruction was offered from 9:00 a.m. to 12:00 p.m. with a fifteen-minute break at 10:30 a.m. Everyone in the building was required to take a break. The instructors were asked to leave the classrooms during this time

as well. The coordinators provided the learners and staff with refreshments and drinks during the break.

End of Session Evaluations

Fifteen minutes before classes ended, students were asked to fill out an evaluation form. The survey asked students to provide feedback on their experience in the sessions. Instructors were also asked to complete a survey providing feedback on “what worked” or “what didn’t work.” and whether the bootcamp met the needs of students.

Overall, the bootcamp was a success. A total of 90 students were invited to attend with 50 percent participating. All participants, with the exception of the group who participated in the Number Sense session, received a GED® Ready voucher or official test voucher. Survey findings noted that students felt the instruction was delivered clearly, he or she was knowledgeable about the subject matter pertinent to the instruction received, and that they were able to answer questions effectively. Learners indicated that the instructors were organized and prepared and they also provided examples and useful techniques that could apply to the concepts taught.

While plans for a math boot camp in 2020-21 were canceled due to the pandemic, it is hoped that once in-person instruction reaches a more stable state, this promising initiative can be reinvigorated to help more of our adult learners during the course of this year. 🌱



Letisha Harris Woods is the GED® Program Coordinator for Richmond Public Schools Adult Education in Region 15. While her background is in advertising and real estate, she started her career in adult education 19 years ago as an ABE/GED® instructor. Letisha holds a master's degree in business administration from Averett University and as an educator, it is her philosophy to empower our adult learners to never give up on their dreams.



Stories from the Field

Did you know that the VALRC website has a section entitled “Stories from the Field”? Our current highlight is GED® graduate Courtney Green from Region 3.

We encourage you to [check out this area of our website](#) and share in the successes that we are having as a state.

Do you have a learner you would like recognize or a new initiative in your region or program? Please let us know in the form at the bottom of the webpage so that we can celebrate and share with the field!

Congratulations Courtney Green, Region 3 GED® Graduate!

Courtney's Story

Courtney was Mt. Rogers Regional Adult Education Program's first distance education enrollment at the beginning of the pandemic shutdown. She completed all of her coursework virtually, including the pre- and post-test!

Courtney left high school at the beginning of her senior year for personal reasons. It was only after working several jobs that were not right for her that led to the realization that what she really needed was more education. She knew that if she wanted more out of life she would need to get her high school credentials first. After looking into her options, she found that the GED® program at Mount Rogers was the best choice. Courtney was so happy with her instructor, Wes Walker, and felt he was the perfect match for her GED® journey.

Courtney said that one of her challenges was remembering what she had learned in the past along with the new material she was learning in class. As a lot of students will say, math was her toughest subject, but she felt Wes made it interesting to learn and that helped her figure it out.

Through the experience of graduating with her GED® credential, Courtney saw just how committed she could be. She said that she has more drive inside her than she thought and we at Mount Rogers are so proud of this wonderful accomplishment! Courtney loves to learn and plans on pursuing further education.

Spanish GED® Recruitment

In July 2021, the Office of Career, Technical, and Adult Education at the Virginia Department of Education released [Director's Memo NO. 037-21](#) clarifying that Adult Education and Family Literacy Act (AEFLA) funded adult education programs are able to provide high school equivalency (HSE) instruction in Spanish. Given this information, many adult education programs in Virginia are gearing up to offer this new service. With that being said, we can look to community-based organizations that have been offering this service to learn more about student recruitment and retention as well as instructor recruitment.

One example of such an organization is [Sacred Heart Center](#) (SHC), a non-profit organization that serves the Latinx community through education and community services. They provide adult education programs, like ESL, GED® in Spanish and others, youth programs, and community outreach services with the ultimate goal of connecting members of the Latinx community to college and career opportunities.

We were able to connect with Hannah Bishop, the Adult Education Programs Coordinator at SHC and Johnny Rodriguez Zavala, the Assistant for Adult Education Programs. Hannah provided strategies to us for recruiting Spanish HSE instructors and Johnny shared information related to his personal story of becoming a Spanish GED® instructor with SHC as well as information related to how SHC supports its GED® Spanish-speaking students.

Recruiting Spanish GED® Instructors

by Hannah Bishop

It is important to connect with the Latinx community and provide information to the community to help them understand why the GED® [credential] is so important and how it can impact their future and support them in achieving their goals.

—Johnny Rodriguez Zavala



Hannah Bishop offers her advice for programs seeking to recruit Spanish GED® instructors.

Put out an “all call”. Programs can reach out to the learner and community population to see what talent is already out there. Ask for people who are trained instructors in their home countries in the subject areas of math, social studies, natural sciences, and Spanish. Programs can try this method mixed with word-of-mouth for a few cycles to see who they are able to connect with.

Start out small. Programs should focus on getting their structure established with an instructor on board before expanding. If programs expand too quickly, they may not be successful because they have to have a strong plan in place first.

Talk to public schools. Programs can reach out to their local public schools to see if they are interested in helping to recruit instructors. Programs should look for K-12 bilingual content instructors who are interested in maintaining their full-time jobs and teaching Spanish GED® classes for supplemental income.

Recruit native Spanish speakers. Recruiting from the native Spanish speaker population is important for a few reasons. One is that this gives immigrant, Spanish speakers who were trained as educators in their home countries the opportunity to earn a livelihood while continuing their passion. Additionally, native Spanish speakers are able to connect with the learners in an authentic way. When we can find those out there who are trained and talented individuals, we should lift that up.

Look for content specialists. Spanish GED® instructors also have to be abreast of the content that they are teaching. Some content areas can be challenging, but instructors are trained to study and learn their content. This means that even if someone is not an expert in a content area, programs can work with them to ensure that they have the knowledge needed to teach that content in Spanish.

Hannah also shared information related

to how SHC trains their Spanish GED® instructors. One tactic that she mentioned was that all Spanish GED® instructors sit for the GED® Practice test in their content area. She said that this prepares the instructor for lesson planning as it highlights the GED® structure and test questions, which allows instructors to integrate that information into their classrooms. This training also builds empathy so that instructors can understand the experience of taking the GED® test and use that to connect with and support their learners. A majority of SHC’s GED® learners have not had the opportunity to finish high school, so taking an official test on a computer can be a challenging experience for them. By taking the test, instructors can talk to learners about the experience helping learners feel more at ease and capable of passing the test. SHC provides additional training to their instructors every semester based on the needs of the program and the learners. For example, their recent trainings have been on digital literacy and integrating digital platforms into the traditional classroom. 🌱

If you are interested in learning more about the Spanish GED® program at SHC or partnering with SHC, please reach out to Hannah Bishop at hannah_bishop@shcrichmond.org.



Hannah Bishop is a Virginia native and has been an educator since 2003. She graduated with a bachelor's degree in Spanish and completed her master's degree in education from Virginia Polytechnic Institute and State University in the early 2000s. Her professional focus has been in English as a second language, teaching in public and private systems in various parts of the United States and in Colombia from kindergarten through grade 12. Hannah lived and worked in Bogotá and Medellín, Colombia for six years and is now passionate about serving the immigrant communities in Richmond. Her most recent role is Coordinator for the Adult Education Programs at Sacred Heart Center.

Meet
Johnny
Rodriguez
Zavala,
Assistant
for Adult
Education
Programs,
Sacred
Heart
Center



Supporting Spanish GED® Students

Q *What is your education and professional background?*

A In Honduras, I received a bachelor's degree in math and computers and taught for 12 years in high school and also in a teacher-training program at a local university. Due to political upheaval, it was dangerous for instructors in Honduras so I decided to migrate to the United States.

Q *How did you connect with SHC?*

A SHC held an event related to health-care services for the Latinx community that I attended. At the event, I learned that there might be a need for Spanish math instruction. There was a situation in which the current instructor could not attend class, so I started by substituting when that instructor was absent. After that, I was contacted to start teaching. I taught GED® math in Spanish for 6 years before being promoted to my current position as the Assistant for Adult Programs in November of 2020.

Q *Who are your Spanish GED® students? What are their goals?*

A Our students are Latinx community members with different levels of math. Their goal is to take the GED® [test]. When they arrive in the United States, their education level is often low so they study to take the GED® [test]. After they achieve their GED® [credential], they can study for an associate degree or vocational certificate or credential.

The other goal is that when students have the GED® [credential], it opens doors for them at work and also meets their personal satisfaction. They are able to earn more money with the GED® [credential].

Q *How does SHC support Spanish GED® students in their English language-learning journey?*

A GED® classes are offered on Mondays and Wednesdays while ESL classes are on Tuesdays and Thursdays. However, students are encouraged to start with only one program due to the demand of the GED® program.

Carolina Lugo, Director of Programs at SHC, added that SHC thinks that students should focus on one goal at a time and that getting the GED® lays a firm foundation for being able to succeed in ESL classes afterwards.

Q *What advice do you have for recruiting learners for Spanish GED® classes?*

A It is important to connect with the Latinx community and provide information to the community to help them understand why the GED® [credential] is so important and how it can impact their future and support them in achieving their goals.

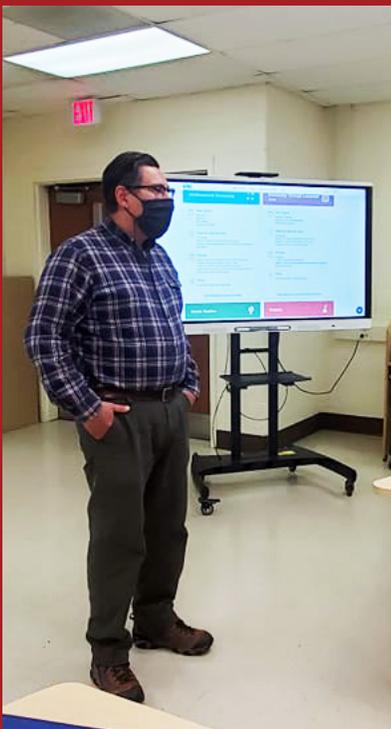
Nuevo Programa de GED® en Staunton City y el Condado de Augusta Creando Oportunidades Para Adultos Hispanohablantes!

Bienvenido a GED® en Español Con Instrucción También!

New GED® Program in Staunton City and Augusta County Creates Opportunities for Spanish-Speaking Adults.

Welcome to the GED® in Spanish with Instruction Too!

by Jessica Chenoweth



Guillermo Fernandez

The Staunton/Augusta Adult Learning Center (ALC) Region 6 was excited to learn that 2021-2022 would bring a welcomed addition to adult basic education program offerings. A new initiative created by The Department of Education for Virginia seeks to promote instruction in Spanish to prepare non-native English speakers for the Spanish version of the High School Equivalency (HSE) GED® exam. Although this concept of teaching students in their native Spanish language to pass an already established GED® exam had always been at the forefront of Program Coordinator Jessica Chenoweth's mind, it took the state making Spanish instruction a focus for it to become a program addition reality. This inception, for Jessica, can be traced back to 2013, while serving as the Rockingham County Individual Student Assessment Education Plan (ISAEP) Coordinator, when she encouraged a 19-year-old native Spanish-speaker from Cuba to take his GED® exams in Spanish. The student would complete the GED® exam in two weeks in his native language and is now a business owner in Tallahassee, Florida. With this previous example

of student success in mind, Jessica went to work creating a new pilot program. This program would not only promote taking the high school equivalency exam in Spanish, but also allow for Spanish-speaking adults with limited English skills the opportunity to advance in their educational goals through classroom instruction and one-on-one tutoring services that cater to the student's native language.

As luck would have it, Jessica did not have far to look when developing a new Spanish instructed/GED®-focused pilot program, for she had just the person in mind. Guillermo Fernandez had worked with Jessica at Massanutten Technical Center, where they were both English as Second Language instructors from 2013–2016. Guille, as his colleagues call him, came on board at the ALC as a GED® instructor and has been an integral part of the program for the past four years. Possessing a unique background, Guille immigrated to the United States from Nicaragua when he was eleven years old. Thus, he is a proponent of the integration process in a new country and values the importance of learning the native language and culture. However, he also recognizes that many local employers in the Shenandoah Valley require a GED® or high school diploma for employment. Thus, he understands the importance of ensuring employment opportunities for our immigrant population in our community.

Every year within the new incoming class, a couple of Spanish-speaking immigrant students test well enough to get into the English program but do not know the English language well enough to keep up with the class. As a result, many students who could have improved their lives by now, with their GED® credential, could not make it through the course. Success on a high school equivalency (HSE) exam, such as the GED®, is almost always dependent upon a student's participation in preparation classes. Our classes/tutoring sessions are structured to focus on improving an adult's skills in the subject content areas as the students attend at least twice a week, Monday evening for a two-hour direct instruction class and Thursday evening for a one-on-one tutoring session. All registered students have needed individual help and additional practice to successfully prepare for the high school equivalency exam in Spanish, not unusual from the specific help needed and provided for the English version of the exam. Not only is the pilot set up to cover GED® preparation in Spanish, but the instructor also seeks to help students improve their fluency in English, when applicable, through a complement of dual-language activities and instruction. Guille stated that it is "exciting to have the opportunity to teach this Spanish GED® class and improve the lives of others in the community. It's worth noting that when students get their GED® credential, there is no mention on their diploma that





they took classes and tests In English or Spanish. Employers want to know that they qualify for a job offer.”

Some of our students are actively looking for employment, and they understand how this GED® credential will open more doors for them. A case in point is Ana Pacheco, a student Guille has been working with who is a native of Mexico and speaks English well enough to function but not well enough to receive instruction in English. Since we received some materials in Spanish, her progress has taken off. Guille and Ana have reviewed the critical thinking skills necessary to pass the GED® tests and the United States history and civics, which she lacks as an immigrant. Ana will get her GED® credential soon, and she plans to move on from her low-wage production job. Ana Pacheco Valentin’s goals are that she will finish her GED® studies and “hopes to get into a nursing class to tell her daughter that she can do it too.”

The Adult Learning Center purchased several copies of the GED® Spanish student packets from News Reader Press. These packets contain writing, social studies, science, and “Score-boost” preparation for math. It has been vital to ensure that the GED® students are also co-enrolled in either the Literacy-Beginning or Intermediate to Advanced English as a Second Language course at the center, ensuring access to English instruction levels. The program is designed to provide information about the test structure, tips for testing strategy, guidance from current students, and actual instruction in the different test subject areas. In addition to these general program functions and techniques, the instructor scaffolds information to follow their teaching and builds on learner skills in-time. Guille also likes to recap on each instruction section as needed to ensure everyone is keeping up. According to Paula Ruiz Castillo, one of the Adult Learning Center’s students, “[Gil] is good, and he explains very good.” The instructor is also well-versed in providing feedback during a moment of need. Guille stated, “As a teacher, it is my job to gauge everyone’s abilities and work to address their needs, just as we do with our English instruction. I also want them to know this is a welcoming environment. We are going to learn, and learning can be fun.” Following the mission and vision of the ALC, this class provides the space for students to be part of a community where the students’ American dreams can be realized. 🌍

“

It is exciting to have the opportunity to teach this Spanish GED® class and improve the lives of others in the community. It’s worth noting that when students get their GED® credential, there is no mention on their diploma that they took classes and tests In English or Spanish. Employers want to know that they qualify for a job offer.



Jessica Chenoweth has been with the Staunton/Augusta Adult Learning Center since 2016. As Director, she brings a unique academic and professional experience working with diverse populations, including refugee and immigrant groups in the Shenandoah Valley. As a compassionate leader and teacher, Jessica is sensitive to students’ unique needs. The educational environment she has created provides support and offers positive encouragement and reinforcement to keep students focused and motivated. Jessica received her B.A. in English from Fairmont State University, her M.A.Ed. in elementary education with an emphasis in English as a second language from Jones International University, and in 2017 she obtained her Educational Specialist, Educational Leadership degree from Liberty University.

10 IMPORTANT THINGS TO KNOW ABOUT THE NEDP

by Janita McNemar

The NEDP is the National External Diploma Program, owned and operated by the non-profit assessment company CASAS. You may have heard the name NEDP bandied about in adult education circles and wondered what it is all about. These ten important points about NEDP will tell you more.

1

The NEDP has deep roots. The NEDP (formerly “EDP”) was developed in response to a Ford Foundation study in the early 1970s that investigated why skilled, employed high school dropouts were not going back to adult education to earn their GED® or diploma. The results of this study reinforced what we know about andragogy from Malcolm Knowles, e.g.

- Adults are self-directed when given the power to direct their learning.
- Adults are experienced and should be given credit for what they already know.
- Adults are more invested in learning when it is meaningful and relevant.

Adult education providers in New York developed the External Diploma Program to address these important factors, launching the EDP in the mid 1970s. The EDP was quickly adopted by a handful of other states by the early 1980s.

2

NEDP is a competency-based program. NEDP enrollees do have to earn cut scores on CASAS assessments to show that they are ready for the rigors of the work to come in the online portfolio, but that’s the end of the standardized testing in NEDP. There are no more multiple-choice questions and no more timed assessments. NEDP “clients” demonstrate mastery of the 70+ competencies in the program by answering open-ended questions in written and oral formats, building projects, creating spreadsheets, developing presentations, and completing other performance-based activities.

3

NEDP Assessors do not instruct their own clients. NEDP clients have proven that their reading, writing, and math skills are strong enough to do the work in the online portfolio. Their Assessors guide them through the online portfolio by managing and evaluating their work. It would be a conflict for the person who is assessing to also provide content instruction. That does not mean that NEDP clients do not learn while they are in the program! Through access to resources and tutorials, as well as ample opportunities to practice and perform skills, clients certainly learn new things in the portfolio. And if they are struggling with a skill? Anyone except their own Assessor can provide instruction: an ABE teacher, tutor, friend, family member, or online resource.

4

NEDP is a rigorous program. Some people may remember the paper-pencil EDP of yesteryear (circa 2013 and before). When CASAS took over NEDP, two major changes were made:

- the program became web-based, and
- the competencies were aligned with CASAS competencies and cross-walked with the College and Career Readiness Standards.

These changes significantly increased the rigor of the NEDP. In addition, two elements continued that keep the expectations of NEDP participants high:

- NEDP clients must demonstrate mastery of 100% of the competencies in the program, and
- demonstration of mastery is determined both by the Assessor and a Portfolio Reviewer.

5

NEDP graduates earn a high school credential. NEDP graduates earn an adult high school diploma from their local school division or a credential from the state, depending on the location of the program. Therefore, there is no such thing as an “NEDP diploma.”

6

NEDP clients build and demonstrate academic and non-academic skills. NEDP practitioners will tell you that non-academic skills of self-management, agency, and tenacity are as vital to NEDP success as reading, writing, and math skills. NEDP clients work independently on a set of work, so they have to be able to manage their time well. NEDP clients will definitely have to reattempt some work that was found not to demonstrate mastery at some point in the program, so they have to be able to pick themselves up and try again. NEDP clients cannot be instructed by their Assessor, so they must build their own learning networks and develop problem solving

strategies. As a result, NEDP graduates have shown not only that they have the academic skills of a high school graduate, but they have also demonstrated maturity and independence that will serve them in postsecondary education, training, and employment.

7

NEDP is available as a remote option. NEDP clients work independently on activities over a 1–2 week period. At the conclusion of that period, they meet with their Assessor, either remotely or face-to-face, for a proctored In-Office Check. Functionality for a remote In-Office Check was launched just two months into COVID-19 shutdowns, resulting in a persistence rate of over 75% in the first 4 months of COVID-19. This remote option means that agencies and clients have flexibility when it comes to program delivery. Clients may meet in the office when the conditions allow, but can meet their Assessors remotely due to COVID restrictions, bad weather, scheduling conflicts, childcare or transportation issues, or just as a matter of preference.

8

NEDP materials are reasonably priced. Costs paid to CASAS:

- An annual agency maintenance fee is \$1050.
- Seats (called “WEUs”) are \$60 for Diagnostics and \$60 for Generalized Assessment, or \$120 for each client.
- CASAS eTests are about \$3.75/test, depending on volume.

The only additional cost to the agency is in-house staffing and initial or replacement staff training.

9

NEDP reflects WIOA priorities. The [Workforce Innovation and Opportunities Act](#) (WIOA) prioritizes workforce preparation activities as a crucial part of any adult education program, and of Integrated Education and Training (IET) in particular.

WIOA defines workforce preparation activities as “activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment.” NEDP competencies align to all of these skills within the eight competency areas and the additional, individualized College and Career Competency.

- African-American clients make up about 37% of enrollees and about 50% of graduates.

To learn more about the NEDP, go to www.nedp.org, or reach out to us at nedp@casas.org. 



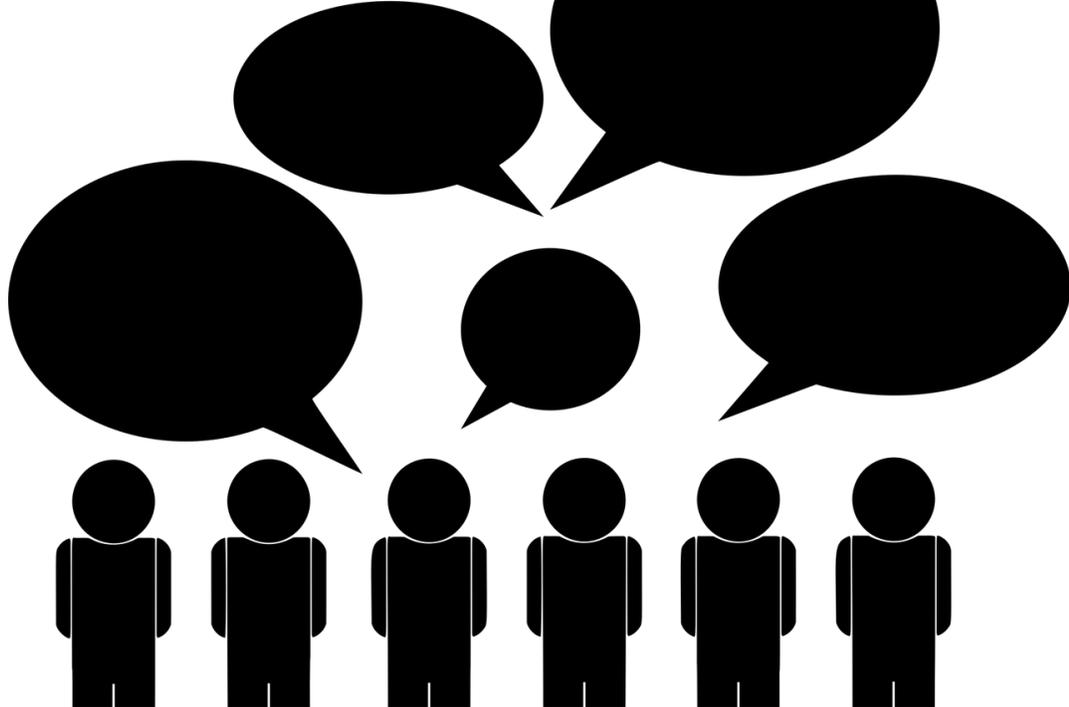
*After a decade as a local adult education program coordinator in Virginia, **Janita McNemar** became the NEDP National Training Specialist in 2016. Janita's training opportunities focus not only on preparing new agencies and new staff to offer the National External Diploma Program, but also on providing quality continuing professional development across the nine states offering NEDP.*

10

NEDP data shows client progress. If successful graduates and dedicated Assessors are NEDP's best advocates, data is a close third. NEDP clients earn at least two Measurable Skills Gains (MSGs) during the program: EFL advancement upon transition from the Diagnostic to Generalized Assessment phase, and another MSG upon program completion.

Data also tells us some interesting information about NEDP clients:

- Over half of NEDP enrollees graduate from the program.
- NEDP graduates spend an average of 130 hours in the program.
- Months to graduation are:
 - Average 11.8
 - Median 9 months
 - Mode 8 months
- Some NEDP graduates finish the program in as little as two months.
- Women make up about 65% of NEDP enrollees and 75% of graduates.



What They Don't Tell You in NEDP Training

by Nancy Companion, Lynn Winfrey, and Ann Butler

NANCY: If we were sitting down together to talk about the National External Diploma Program, these are some things we would tell you that are not covered in training and that I would like someone to have told us. This is based on many years of experience, so grab a cup of coffee and get comfortable.

First of all: **NOTHING IS IRREVERSABLE**, and I mean **NOTHING**.

In my first days as EDP Coordinator (back in the pencil and paper days), my first client in Diagnostics missed many math problems. In those days, you had to demonstrate 100% mastery. I sent her home to practice with, what I thought, were practice sheets. I soon realized that they were the actual retest problems. In my defense, I had had only three days of training. I rushed to her house to exchange the material. I now know that we would have worked it out even if I had not realized my mistake. Again, nothing is irreversible.

Over the years, there have been many of these moments and all have been resolved. Please remember that you have a great sup-

port team in CASAS and especially in Janita. Don't hesitate or be embarrassed to use them.

The other "rule" that I have told my Assessors, and that I have to remind myself of, is this: **YOU CAN'T WANT IT MORE THAN THEY DO**.

There are those who will use this opportunity to earn a high school diploma and those who will not. That's just a fact. If K-12 had been successful, they would not be with us. It is up to the client to prioritize the NEDP. You can guide, offer suggestions, and lend a sympathetic ear, but in the end, it is up to them. I'm sure our Assessors will have more to say about that. With those "words of wisdom" I'm turning this over to them.

ANNE: Here are my few additions to Nancy's helpful tips.

As the client progresses through their NEDP work, congratulate them with praise as they complete the 25% (2/8), 50% (4/8), 75% (6/8) finish line of their NEDP work. Sharing this news gives the client motivation and encouragement for the end goal.

Assessors encourage *daily* work on NEDP competencies. When opening a new competency, suggest a strategy for days when they are less motivated. For example, if a client has less time, is tired, or frustrated by a more complicated NEDP section, one could complete an easier section that day. (e.g., Health-Nutrition labels-A, B, Workplace-Employee Benefits or Pay stub IOC study). *SOME* progress is better than *NO* progress for the day.

Mention the CTRL+F key on the computer keyboard to clients. Using this to locate answers in the NEDP Resource is a timesaving tool.

Resources sometimes include small text. Use the "+" key to enlarge the text. Show the client where this is found on the resource screen. This may be especially helpful if they are using a small screen device.

When opening a new competency and explaining sections, allow them to fill in a few answers while you observe. Ask if they need any further aide with directions, etc.

I have found that being overly accommodating/flexible with scheduling causes clients to delay and even cancel meetings and In-Office Checks (IOCs). Politely let clients know that assessors have other clients scheduled and missing appointments may delay appointments until the following week.

Make clients aware that free software is available to download from sites like docs.google.com or libreoffice.org. This will be beneficial for the making of charts, graphs, and other NEDP work requirements. These sites provide some of the same capabilities as Microsoft Office, Excel, Word, and PowerPoint at no cost.

I learned this from a client: When giving IOCs that require a verbal recording, the client may click the pause button at any time to organize his/her thoughts, to calm nerves, or to take a breather. This often eliminates repeated recordings. Encourage the client to keep the cursor ready on the PAUSE button. Bonus: The pauses are not detected on the final recording.

LYNN: To add to Anne and Nancy's helpful tips:

When opening the Civic Literacy competency, go over the instructions for the different activities with the exception of the Bill of Rights and the Legal System. Once the client has made a good attempt at the assigned items, go back and explain these more rigorous activities. It can be very overwhelming to open this entire competence in one sitting.

Many students are having great success going to YouTube for instructions on things such as taking multiple page screen shots and making PowerPoint slides.

If you would like to hear more from Nancy, Anne, or Lynn and how they have made their NEDP program a success in their region, contact Nancy Companion at ncompanion@hampton.k12.va.us or 757-727-1049. 📍

Resources

- [The National External Diploma Program: A Solution for all WIOA Titles](#)
- [NEDP Professionals Speak about the Program \(video\)](#)



Nancy Companion is the NEDP Coordinator from the Peninsula Regional Education Program. She began as an Advisor/ Assessor in 1991 and became coordinator in 1993. Previously, Nancy taught high school United States history and government.



Lynn Winfrey has been with the NEDP program as an Advisor/Assessor since its beginning in 1990 as the paper-and-pencil EDP. She knows all the ins-and-outs of the NEDP Competencies.



Ann Butler is the newest NEDP Advisor/Assessor and has been a valuable support person as the program transitioned to the all-virtual NEDP. Her technical expertise has been invaluable. She came to NEDP from the GED® program where she taught math.

..... by Hali Massey

A Learning Circle Blueprint for High School Equivalency Instruction in Adult Education

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Learning Circle Introduction

World Education has been piloting and implementing learning circles in adult education programs since 2016. Learning circles aim to expand learning opportunities while facilitating online and peer-to-peer learning. Learners typically meet synchronously once-a-week for ninety minutes to two hours, with a cycle lasting between eight to ten weeks. The meeting time includes independent online learning and group discussion time is facilitated by a trained volunteer/instructor who does not need to be an expert in the course subject matter. While most of World Education’s learning circle work has been focused on English language instruction through their “English Now!” learning circle project, this model provides an opportunity to compensate for a variety of programmatic gaps in adult education programs including providing additional support to learners pursuing their high school equivalency (HSE).

More Information on Learning Circles: [World Education English Now! Project](#)

Example High School Equivalency Learning Circle Model, the Notre Dame Education Center

[Manny Reynoso](#), the Program Director for [Notre Dame Education Center](#) (NDEC) in Massachusetts and long-term World Educa-

tion English Now! partner, has implemented learning circles or similar models in various adult education contexts at NDEC. In a Zoom interview with the Virginia Adult Learning Resource Center (VALRC), Manny explained that NDEC started using English Now! Learning circles to meet the needs of wait-listed English language learners. However, when his program started to see increased learner gains with the learning circle model, they expanded this model to all of their English language classes and eventually to their workforce development program. Manny stated that learners receive the same information as in a traditional class, but the material is better chunked in a way that allows learners to move forward at their own pace while working in a tight-knit cohort with their fellow learners.

Because of the learner gains that NDEC saw while using the learning circle model with their English language and workforce development programs, they expanded this model to their high school equivalency program.

The benefits of using the learning circle model in an HSE program, according to Manny, are:

- **The model meets students where they are.**
For example, if learners have the goal of achieving their HSE to get a better job, they do not have to go through several years of HSE classes. Learners are able to attend the learning circles for the subjects that they are focusing on at that time. This means that learners can concentrate on as many



subjects at once as they would like to. This type of individualized programming promotes student persistence and motivation.

- **The model builds a cohort and provides more opportunity for peer-to-peer interaction.**

Manny stated that for these HSE learning circles his program is using synchronous virtual sessions and leveraging breakout rooms for peer-to-peer learning and interaction. Cohorts can be organized by age group or skill level. However, this model allows programs to take advantage of multilevel classes because the cohort works on a skill until everyone feels comfortable moving on to the next one. The learning circle facilitator can use learners moving at a faster pace to facilitate peer-to-peer learning which helps to reinforce learning for those fast-paced learners, and the facilitator works to ensure that peer learning is accurate. Some learners are not interested in providing peer support, so this type of peer facilitation is not obligated. However, the facilitator needs to explain the benefits of facilitating peer-to-peer learning. This type of peer-to-peer facilitation provides acknowledgement for learners and shows teacher confidence in the learner.

- **Technology is ingrained in this model.**

English Now! learning circles typically use a blended learning model where learners

are engaging in online learning in combination with the learning circle meetings. While Manny's HSE programs are currently not using a distance education curriculum for their learning circles, it is possible to integrate that distance learning work into the learning circle model. At the same time, using synchronous virtual sessions for the learning circle meetings means that technology is still at the center of the program, and learners are being supported in developing their digital literacy skills. [More on Virtual learning circles.](#)

[Virginia Adult Education List of Approved Distance Education Curricula](#)

- **In this model, the teacher is now the facilitator and students are the participants.**

While traditional learning models are teacher centered, the learning circle model is student centered. This means that if learners are going to be part of a learning circle, then participation is required. This benefit is very connected to the facilitation role of the teacher and the cohort structure of the learning circle.

- **This model has increased turnaround time and success rate for HSE learners.**

Manny's HSE learning circles are formed according to HSE subjects. As previously mentioned, learners are able to customize which subjects they are studying for at one time. In addition, learning circles meet for 5–12 weeks. These two logistical factors mean that learners are able to move through their HSE preparation in a way that is more intense, faster, and individualized than traditional HSE programs. Additionally, as also mentioned, Manny has seen a significant increase in learner gains and HSE success rates using the learning circle model.

Learning Circles for HSE Logistics:

- **Shorter class time increments:** Manny suggests holding two learning circle sessions per week for one hour at a time. These sessions are offered per subject, and learners

can choose how many subjects to engage in at a time. The shorter class time increments are more flexible for learners and reduce the time commitment that studying for an HSE can require. It is important to consider the blended learning model for this situation so that learners are engaging in learning outside of just the in-person or virtual synchronous class sessions.

- **Teacher Facilitation:** For this model, teachers act as facilitators. The facilitator needs to identify commonalities and pair peers based on similar learning styles, lifestyles, goals, etc.; create opportunities for peer facilitation; ensure that all information being provided by learners is accurate; and determine the cohort's learning pace. Another option is to use volunteers to help facilitate breakout rooms. Manny suggested reaching out to local colleges and universities to find potential volunteers. More on the role of the facilitator can be found in [World Education English Now! Learning Circles Implementation Guide](#).
- **Learner Enrollment:** While not all learning circle models enroll learners into their adult education program using the National Reporting System, it is definitely possible to do so. [Maryann Peterson](#), an adult ESOL instructor and experienced learning circle facilitator at the Thomas Jefferson Adult & Career Education program at Piedmont Virginia Community College, shared that their learning circle participants are pre-tested and post-tested, given that they accrue the required number of hours. Because learning circles do have shorter class times than traditional adult education classes and because attendance can vary, it is important to utilize a distance education curriculum so that learners can earn distance learning hours to add to their contact hours. As mentioned, integrating the use of an online learning curriculum into the learning circle model is a characteristic of the World Education English Now! learning circle model.

For more information on this learning cir-

cle model, please contact Manny Reynoso at mreynoso@ndecboston.org.

Next steps for implementing learning circles in your program:

- **Identify a gap in the adult education programs or services that your program provides.** These could include learners on a wait list, learners requiring virtual or distance education options, multilevel classes, learners with varying attendance, learners requiring additional HSE tests or competencies, etc.
- **Research the learning circle model.** The resources and contacts in this article provide information on what learning circles are, their components, and how programs can implement them. If you have additional questions, please contact one of the practitioners mentioned in this article or [VALRC](#).
- **Adapt the learning circle model to fit your programmatic context and needs.** While the learning circle model has some identifiable characteristics such as cohorts, synchronous meetings, peer learning, and facilitation; there are other aspects of the model that can be customized such as the use of distance learning, curriculum, type of facilitator, virtual or in-person meetings, etc.

Manny emphasized that while their ESOL program has completely adopted the learning circle model, the workforce and HSE programs have taken aspects from the model and combined them with traditional learning strategies. Their workforce program has taken the hybrid learning technology within the class and fused it with [Tech Goes Home](#) and the HSE program uses aspects of learning circles by using the classroom structure of breakout rooms with peer-to-peer practice followed by regathering as a whole group to compare notes and more. Looking at the learning circle model and finding the right cocktail that works for a given population or cohort is key.

- **Develop a plan for enrolling learners using NRS.** Programs have to determine how they will pre- and post-test learners, and how to ensure that learners accrue the required number of hours to post test. When using learning circles to serve wait-listed learners, programs typically pre-test in the learning circle and carry that score forward for when learners move into traditional classes.
- **Train learning circle facilitators.** Using the [World Education English Now! Implementation Guide](#), train adult education practitioners or volunteers on the learning circle facilitation. Other training materials for learning circle facilitation include: the [P2PU Facilitator Handbook](#) and the Pro-Literacy self-paced course (coming soon). 🌐

Additional resources on learning circles in adult education:

- [Learning Circles Address Wait Lists for English Classes](#)
- [8 Tips for Implementing Learning Circles in Any Program](#)
- [English Now! Webinar](#)
- [World Education English Now! Learning Circles Implementation Guide](#)
- [Learning Circles Partner Spotlight: The Free Library of Philadelphia](#)
- [Propagating Promising Practices: Learning](#)



Hali Dayberry-Massey, M.A. *TESOL, is the English for Speakers of Other Languages (ESOL) Specialist at the Virginia Adult Learning Resource Center (VALRC). In this role, she coordinates teacher professional development that aligns with state and federal initiatives, as well as local interests and needs. This work includes the design and delivery of online courses, face-to-face workshops, and virtual meetings, all with a focus on the practice of teaching English to adult learners.*

Connecting ELLs to HSE Opportunities in Adult Education

Did you know that VALRC has podcasts? Our newest podcast, “Connecting English Language Learners (ELLs) to High School Equivalency (HSE) Opportunities in Adult Education” is [now available on our website](#).

In this podcast episode, Hali Massey, VALRC’s ESOL Specialist, and Elizabeth Severson-Irby, VALRC’s Literacy Specialist, discuss strategies for connecting English language learners (ELLs) to high school equivalency (HSE) opportunities with Carol Coffey, Director of TJACE in Charlottesville (Region 10), Shekera Alvarado, Northern Virginia Adult Education Program Manager (Region 8), and Laura Hardy, an ESOL Instructor in Newport News (Region 21). The speakers discuss how their programs address transitioning ELLs from ESOL to HSE classes, serving ELLs in ABE/HSE classes, and training ABE/HSE instructors to work with ELLs in their classrooms.

Listeners can use the following contact information to connect with this episode’s speakers to ask questions or further discuss the strategies presented in this episode.





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 Career Education
 Piedmont Virginia Community
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 Fairfax County Public Schools
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Laura Hardy
 Peninsula Regional Education
 Program
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Our podcasts are also designed so that programs and learning communities can use them for a team enrichment activity or colleagues can engage in dialogue together. We have [Reflective Questions](#) that can be used to spark discussion. In our current podcast, we pose questions in four areas taken from the podcast.

• **Transitioning English language learners from ESOL classes to HSE classes**

- o What strategies does your program use to provide information and education on what HSE is and its importance for college and career goals?
- o What strategies does your program use to identify ELLs who have the goal of pursuing their high school equivalency? Why or how have those strategies proven to be effective?

- o What instructional strategies are integrated into your ESOL classes to provide support to learners who may be interested in pursuing their HSE?
- **Serving English language learners in ABE/HSE classes with native English speakers**
 - o How do instructors consider English language proficiency levels when providing learners with feedback and support?
 - o How do instructors include opportunities for English language development in classes with mixed enrollment while maintaining focus on achieving HSE?
- **Training ABE/HSE instructors to work with ELLs in their classrooms**
 - o How does your program ensure that ABE/HSE instructors with ELLs in their classroom receive ESOL training?
 - o What resources does your program use for training ABE/HSE instructors for ESOL instruction?
 - o What support does your program provide to ABE/HSE instructors when placing an ELL in their classroom?
- **Providing additional supports for English language learners pursuing their HSE**
 - o What additional supports are provided to ELLs pursuing their HSE?
 - o How are additional supports communicated to ELLs?

We also include related links to resources that can further inform your discussions and provide for deeper dives into the topics covered.

Be sure to check out our other eight podcasts to hear what your colleagues around the state have to say about a range of topics in adult education. You can even create your own playlist to take with you on the go.

Do you have a topic or suggestion that would make for a great podcast? Let us know! You can send us a direct message straight from our [website Podcast's page](#). 🗨️

2022

PROGRESS CALENDAR

MAR

22–25 [TESOL 2022 International Convention & English Language Expo](#)
Pittsburgh, PA & Hybrid



APR

11–13 [COABE](#)
Seattle, WA & Hybrid



JUN

1–3 [Institute for Educational Leadership \(IEL\) 2022 National Community Schools and Family Engagement Conference \(CSxFE\)](#)
Los Angeles, CA



JUL

13–15 [GED® Annual Conference](#)
Atlanta, GA



SEP

28–OCT 1 [National Council of Teachers of Mathematics \(NCTM\) Annual Meeting & Exposition](#)
Los Angeles, CA



OCT

3–5 [ProLiteracy Conference on Adult Education](#)
San Antonio, TX

11–14 [Annual American Association for Adult and Continuing Education \(AAACE\) Conference](#)
Milwaukee, WI

12–15 [SETESOL](#)
Richmond, VA

19–21 [LESLLA Symposium](#)
Tucson, AZ

20–22 [National Career Pathways Network Conference \(NCPN\)](#)
Atlanta, GA

