

Luzerne County Community College
Adult Learners' Training & Assistance Program (ALTA)

Orientation Agenda 2007-2008
Adult Basic and Secondary Education

Hour One:

- Welcome & Introductions
- Purposes for Learning
- GED Connection to Further Education & Careers
- What Jobs are in Demand in our Area and Pay Good Money

Hour Two:

- Learning Barriers
- Participation Commitment
- Benefits & Incentives

Hour Three:

- Program Types
 - Managed Instruction
 - Transition
 - Adult Basic Education
- Complete an Interests & Barriers Questionnaire
- Questions & Discussion on "What's the Next Step?"

Barriers and Ways to Overcome Them

Barrier	Ways to Overcome It

Luzerne County Community College
Adult Learners' Training & Assistance Program (ALTA)

Participation Incentives and Requirements 2007-2008
Adult Basic and Secondary Education

Part I: Through participating in the ALTA Program, I can expect to receive the following benefits and incentives:

1. Increase my basic skills knowledge in reading, writing, and / or mathematics to meet my educational goal(s) and my purposes for learning.
2. Investigate careers that interest me and would provide me with self- or family-sustaining wages.
3. Explore educational options that would provide a pathway to the career I choose.
4. Identify financial aid options that will help me reach my educational and employment goals.
5. Learn with other adults who have similar educational goals.
6. Receive immediate, positive feedback from my instructors who are interested in my learning success.
7. Have a safe place to practice my purposes for learning.

Part II: My commitment to participating in the ALTA Program includes:

1. Identifying with the instructor and other adult learners in my classroom what is to be learned / contextualized learning.
2. Setting and monitoring my education and employment goals.
3. Addressing learning barriers with my instructor before the start date of class.
4. Exploring my learning styles/ preferences and identifying my multiple intelligences.
5. Combining my expertise, knowledge, and skills with other learners in the class to improve the quality of the learning process / constructivist learning.
6. Engaging in active learning strategies including project-based learning, discussions, role-playing, simulations, journaling, and other interactive instructional activities.
7. Participating in all instructional classes from the start date of class to the end date.

My signature indicates that I have discussed the Participation Incentives and Requirements of the ALTA Program with at least one of my friends, relatives, or family members who holds a significant place in my life, and that I will work towards fulfilling all of the requirements.

Adult Learner Signature and Date

Instructor Signature and Date

Interests and Barriers Questionnaire

Please answer the questions below:

Name:

Date:

Phone number and best hours to call:

Email:

Class time (Circle) Morning Evening

Please answer the following questions in complete sentences.

1. Where did you hear about classes at LCCC?
2. Why do you want to obtain your GED certificate?
3. What arrangements have you made for childcare?
4. What are your backup arrangements for childcare?
5. How will you get to classes?

6. What are your backup arrangements for transportation?

7. Are you working at this time or plan to start a new job, if so, how will your work hours accommodate your class schedule?

7. Is there any present or upcoming problem that will prevent you from attending all the classes? If there is, please explain how you will deal with this?

8. How many hours a week can you devote to studying outside of class?

9. Do you want to attend college or other training after completing the classes? If so, do you know what you want to major in?

MANAGED INSTRUCTION: The Pain and the Pleasure Resource Page

- Beyond the GED: Making Conscious Choices about the GED and Your Future, by Sara Fass & Barbara Garner, NCSALL April 2000

<http://www.cde.state.co.us/cdeadult/download/pdf/NCSALLbeyondged.pdf>

Fass and Garner, in this document, provide tools for practitioners to use in their classroom to help students build knowledge of what the GED can and can't do for them while using the same kinds of tasks involved in passing the GED exam.

- Using the Foundation Skills to Document Progress found at <http://www.pawerc.org/foundationskills/cwp/view.asp?a=249&Q=87069&foundationskillsNav=|6196|6211|>

- More Curriculum Structure: A Response to "Turbulence", by John Strucker found at <http://www.ncsall.net/?id=1151>.

John Strucker, in this NCSALL article, discusses the realities of adult learners' lives and describes the use of and the rationale for employing transparent managed instruction strategies, such as daily class routines and sequence, syllabus, and additional online learning.

- EFF Hot Topics: Vol 1. No 1. Spring 2001
http://eff.cls.utk.edu/PDF/vol_1_no_1.pdf

Equipped for the Future's Hot Topics Spring 2001 newsletter provides practical strategies on goal setting to move learners from general long-term goals to specific short term goals.

- Multiple Intelligences and Adult Literacy: A sourcebook for practitioners, by Julie Viens, Silja Kallenbach, & Howard Gardner (foreword). 2004

This work presents an overview of Multiple Intelligences (MI) theory along with examples that educators can use in their classroom with adult literacy students.

- Using the Foundation Skills Rubric, Developed by the Institute for the Study of Adult Literacy at Penn State University
<http://www.pawerc.org/foundationskills/lib/foundationskills/foundationskillsrubric.doc>

This resource provides a rich body of information regarding using rubrics to measure Foundation Skills competencies.

- Pennsylvania Occupational Outlook Handbook
<http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=455>

The Pennsylvania Occupational Outlook Handbook is produced by the Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis, to assist youth and adults in making career decisions. It contains detailed occupational information for over 230 occupations, covering the majority of jobs in Pennsylvania.

- *Focus on Policy*, National Center for the Study of Adult Learning and Literacy (NCSALL), Volume 1, Issue 1, April 2003.

The first issue of *Focus on Policy* includes Stephen Reder's graph depicting data from the National Adult Literacy Survey of 1992 to compare median annual earnings with educational credential attainment and literacy proficiency levels.