

**May 1, 2024**  
**(Wednesday)**

**Best Western Royal Plaza Hotel**  
**Marlborough, MA**

# TABLE OF CONTENTS

	Page
President's Welcome	<a href="#">3</a>
Sponsor Acknowledgements	<a href="#">4</a>
Exhibitor Information	<a href="#">6</a>
Registration, Payment, Cancellation and Refund Information	<a href="#">8</a>
Directions to Best Western Royal Plaza Hotel	<a href="#">10</a>
Workshops Session Descriptions	
Session 1	<a href="#">11</a>
Session 2	<a href="#">16</a>
Session 3	<a href="#">22</a>
Session 4	<a href="#">28</a>
Workshop Schedule At-A-Glance	<a href="#">35</a>
NETWORK 2024 Conference Committee	<a href="#">38</a>
Acknowledgements	<a href="#">39</a>
NETWORK 2025	<a href="#">40</a>

# IMPORTANT DEADLINES

<b>April 12</b>	Special overnight room rate reservation at hotel
<b>April 24</b>	NETWORK 2024 registration Special accommodations/dietary requests Cancellation and refund requests

# PRESIDENT'S WELCOME

Dear Friends:

On behalf of the MCAE Board of Directors and NETWORK 2024 Conference Committee, welcome to NETWORK 2024!

NETWORK is always a chance for us to hit pause from our daily routines to recharge ourselves – to learn from each other, to renew friendships, and to create new connections.

We have all been through a lot since we were last together in 2019. We've experienced the profound upheaval of the pandemic, the refugee crisis, and other systemic stresses that make everyday life and daily work a challenge.

Please use NETWORK 2024 to celebrate the joy and purpose in your work, the ever-present camaraderie in the field of adult education and the values of lifelong learning and curiosity that fuel what we do. Celebrate the heroic efforts of our students, our staff, and our volunteers who have continued to be an inspiration as they pushed their way past seemingly insurmountable challenges. We have much to make us proud.

Our program this year is outstanding and offers something for everyone. The workshops are presented by experts in their respective disciplines who are sharing state-of-the-art practices and information. We know you'll enjoy the sessions.

MCAE's NETWORK 2024 would not have been possible without the extraordinary support of our sponsors, presenters, exhibitors, and volunteers and the exceptional work of the NETWORK Conference Committee. Thank you to everyone who contributed to making this event possible.

Best wishes,



Roberta Soolman  
MCAE Board President

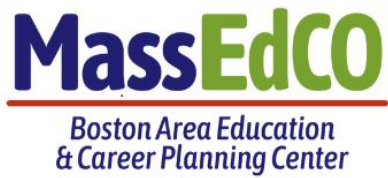
# THANK YOU TO OUR GENEROUS SPONSORS!

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FRIEND



CONTRIBUTOR



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 <b>University of Massachusetts Amherst</b>	<p>April Zenisky  E: <a href="mailto:azenisky@umass.edu">azenisky@umass.edu</a>  T: 4133740050  Workshop sessions 3-G and 4-E</p>

# REGISTRATION, PAYMENT, CANCELLATION, REFUNDS, AND SPECIAL INFORMATION

## IMPORTANT – PLEASE READ!

- **Advance registration and payment for NETWORK 2024 must be completed online before 11:59 p.m. on April 24 when online registration will be closed.**
- **Participants are encouraged to register early** and not count on being able to register onsite on the day of the event. Space is limited and the conference could sell out.
- All registrations must be paid in full by the day of the conference unless prior arrangements have been made with MCAE.
- **Please note that providing your workshop preferences does not guarantee you a reserved spot in your selected workshops.**
- Sessions will not be recorded. However, photos will be taken throughout the day.

## REGISTRATION DEADLINE – April 24, 2024

### Advance registration and payment:

- To register, use this [link](#) or go to [www.mcae.net](http://www.mcae.net) and click on [Register](#) for the NETWORK 2024 link.
- Please complete a separate registration form for each person who is attending.
- Standard registration is \$185/person.
- Please select one 1<sup>st</sup> choice and one 2<sup>nd</sup> choice workshop per time slot **OR** indicate you will not attend a workshop during that session.
- **You must fully complete your registration and click the submit button for your registration to be recorded.**
- **Partially completed registrations are not saved, and you will be required to start a new form when you return to the registration site.**

### Discounted registration for MCAE member organizations:

- All Leadership Circle and Organizational memberships paid at last year's conference registration must be renewed.
- Organizations can sign-up or renew their MCAE Leadership Circle Member (\$500) or their MCAE Organizational Member (\$200) when paying for registration.
- Leadership Circle members are entitled to 4 discounted registrations at \$135/person instead of the standard registration rate of \$185/person.
- Organizational members are entitled to 1 discounted registration at \$135/person instead of the standard registration rate of \$185/person.
- When registering staff, the organization decides which staff will use the discounted registration fee.
- For more information about MCAE membership, go to <https://mcae.net/get-involved/membership/>



## Registration confirmation:

- If you don't receive an email confirmation, please email [mcaenetwork@gmail.com](mailto:mcaenetwork@gmail.com).
- To ensure receipt of your registration confirmation by email, please add "[mcaenetwork@gmail.com](mailto:mcaenetwork@gmail.com)" to your allowable email contacts.
- If you use a Gmail account to register, your confirmation may appear in your Promotions folder. Please also check your spam folder.

## Payments:

- If you are paying by check:
  - Make check payable to MCAE and mail to 44 Farnsworth Street, Boston, MA 02210.
  - For proper payment credit, please be sure to include the attendees whose registration is being covered by the check. A list of names can be included with the check, be written on the check, or be emailed to [mcaenetwork@gmail.com](mailto:mcaenetwork@gmail.com).
- If you're paying online:
  - Online payment can be made by PayPal or credit card using PayPal even if you do not have a PayPal account.
  - For proper payment credit, please be sure to include the names of the registrants covered by the payment.

## Onsite registration and payment at the conference:

- **Participants are encouraged to register early** and not count on being able to register onsite on the day of the event since space is limited.
- If the conference is sold-out, a message will be posted to [www.mcae.net](http://www.mcae.net).
- Visa, Mastercard, Discover, checks and cash are accepted for payment at onsite registration. Checks should be made payable to MCAE following the instructions above for proper payment credit.

## Cancellations and refunds:

- Cancellations received by 11:59 p.m. on April 24 will receive a refund minus a \$30.00 processing fee.
- No cancellations will be accepted after April 24 without prior written authorization from MCAE, and unauthorized cancellations will not be refunded.
- Registered but unpaid no-shows will be billed.

## Special overnight hotel rates – deadline April 12:

- The Best Western Royal Plaza Hotel is offering special overnight room rates for the conference at \$119.00 per night plus tax.
- To receive this rate, use this link to book your reservation no later than **April 12:** [https://www.bestwestern.com/en\\_US/book/hotel-rooms.22024.html?groupId=A65WK0D3](https://www.bestwestern.com/en_US/book/hotel-rooms.22024.html?groupId=A65WK0D3)

## Special dietary needs – deadline April 24:

- **We will be unable to satisfy special dietary accommodations that are not requested via the online registration form by April 24.**

# DIRECTIONS TO THE BEST WESTERN ROYAL PLAZA HOTEL MARLBOROUGH, MA

**Address/GPS:** 181 Boston Post Road West (Route 20) Marlborough, MA 01752

*The hotel is not visible from the street. It is located about ½ mile back from the road.*

**Directions:** Choose the road closest to you to reach Route 495:

**From Route 2:** Take Route 2 to Exit 113A to Route 495 South to Exit 63B (Route 20 West); The Royal Plaza entrance is located 1 mile WEST on RIGHT side.

**From Mass Pike:** Take Mass Pike to Exit 106 to Route 495 North to Exit 63B (Route 20 West); The Royal Plaza entrance is located 1 mile WEST on RIGHT side.

**From Route 495:** Take Route 495 to Exit 63B (Route 20 West); The Royal Plaza entrance is located 1 mile WEST on RIGHT side.

# WORKSHOP DESCRIPTIONS

## SESSION I

Workshop Code: I-A

8:45 a.m. – 10:15 a.m.

### **Designing Learning for ALL: Universal Design for Learning**

*Double session – also choose 2-A*

Presenter: Connie Rivera, Professional Development Specialist, Adult Numeracy Center at TERC

Description: We can hold high expectations for deep understanding for all our students, including students with learning differences and those learning English. Come learn about and experience a framework for planning learning experiences for all learners that keeps goals in place and considers multiple means of reaching those goals. Math, ELA, and ESOL teachers are invited to experience language-rich numeracy activities and to become acquainted with ways to plan instruction for all learners. Significant session time will be devoted to considering language and other barriers to learning and designing pathways that help ALL learners reach the learning goal.

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Workshop Code: I-B

8:45 a.m. – 10:15 a.m.

### **Jazz Up Your Instruction with Teaching Skills That Matter**

Presenters: Laura Porter, TSTM State Trainer and ESOL Instructional Coach, Holyoke Community College Adult ESOL Program; Christa Exter, TSTM State Trainer and Adult Education Math Teacher, Methuen Public Schools Adult Education Program

Description: Teaching Skills That Matter (TSTM) is a research- and evidence-based instructional framework specifically designed for the adult education classroom. In this session, you will learn about the TSTM components; explore strategies to introduce the skills that matter to your multi-level learners; delve deeper into the heart of TSTM and the three instructional approaches; and explore ready-to-use lessons across levels to inspire and start your journey integrating TSTM. This workshop is applicable to both ABE and ESOL teachers of all levels.

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Workshop Code: I-C

8:45 a.m. – 10:15 a.m.

### **Choose Your Own Adventure**

Presenter: John Strachan, ESOL Instructor, ABCD

Description: Are you ready for an adventure? In this interactive workshop for teachers of ESOL and ABE learners, participants will learn how to create engaging lessons using activities based on the choose your own adventure story format. The presenter will lead participants through a sample lesson, illustrating how this format can create increased student autonomy and differentiation in the classroom. Next, participants will reflect on and share how they can use choose-their-own-adventure activities to improve their learners' English, critical thinking, and research skills at any level. Finally, participants will brainstorm and share at least one activity they can use for their lessons in their classrooms.

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Workshop Code: I-D

8:45 a.m. – 10:15 a.m.

### **Learning Centers for Low-Level ESOL: Tips and Tricks**

**Presenter:** Jana Pickard-Richardson, ESOL Teacher and Curriculum Coordinator, Cambridge Community Learning Center

**Description:** Learning centers are a best practice for providing differentiation and additional practice. They are widely used in elementary classrooms and can also be used in adult education. But how to organize? How to make sure that once you've put in the effort of making learning center activities, you will be able to reuse them? How to ensure your students will know what to do and you won't spend all your time giving or repeating instructions? Learn about systems for designing, managing, organizing, and using learning centers, and content for centers. We'll discuss some best practices, come up with more ideas, and participants will have the opportunity to create (or at least plan) a learning center activity for their own class.

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Workshop Code: I-E

8:45 a.m. – 10:15 a.m.

### **Welcoming Diverse Gender and Sexual Identities in Adult ESOL Classrooms**

**Presenter:** Ash Aliengena, Literacy Specialist, Holyoke Community College

**Description:** Are you interested in fostering truly inclusive learning spaces, where students and teachers alike feel safe and brave about being themselves? Do you have questions or concerns about how your students might react to non-binary pronouns or pictures of queer couples in your class slides? Do you wish our ESOL textbooks included singular they, so we could teach it better? This workshop will focus on sharing gender inclusive materials and resources, exploring best practices, and supporting teachers – wherever they may be on their journey towards a more inclusive practice.

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Workshop Code: I-F **VENDOR WORKSHOP – GED TESTING SERVICE** 8:45 a.m. – 10:15 a.m.

### **GED Testing: Program Update for Massachusetts**

**Presenter:** Brian Smith, Director, State Accounts and Government Relations, GED Testing Service

**Description:** Come get the latest information and updates about the GED testing program in Massachusetts and nationally. This session will be filled with relevant information for educators, test administrators, and others. Session will include updates on GED testing pass rate in MA, nationally and other relevant data points. This session will also provide the latest information and updates every educator should know about the GED testing program along with a focus on resources and tools for educators and students. Join our session to learn, keep up to date, and ask questions.

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Workshop Code: I-G

8:45 a.m. – 10:15 a.m.

### **Digital Equity for Adult Learners: Seize the Moment!**

**Presenters:** Shirley Doan, Senior Project Coordinator, World Education; Catalina González, Senior Technical Advisor, World Education; Pasha Black, Director of ESOL, Holyoke Community College

**Description:** In January 2024, Massachusetts submitted its Digital Equity Plan for federal approval. Later this year, the state will receive funding to implement the plan over the next five years. At this unique moment – with the federal spotlight on digital equity and inclusion – how can adult educators, learners, and other stakeholders collaborate to center the perspectives and needs of our communities? Drawing on lessons learned, and resources developed through World Education’s Transforming Immigrant Digital Equity project, we’ll discuss how adult education can lead the way – from state-level advocacy to regional collaborations, from rethinking local programming to centering student voice. Participants will have the opportunity to explore practical tools, reflect on connections to their work, and strategize how we can be a critical leader and partner in Massachusetts’ digital equity ecosystem.

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Workshop Code: I-H

8:45 a.m. – 10:15 a.m.

### **Writing Workshop for Adult ESOL – Levels 2 and 3**

**Presenter:** Stephanie Ferrara, Clinton Adult Learning Center

**Description:** Writing is powerful! Give your adult learners strategies to use the written word in meaningful circumstances. Participants will learn how to bring the Level 2 and 3 ESOL learner through the writing process to create several written pieces in fiction and nonfiction. Practical strategies will be provided to help the ESOL learner acquire the written language and use it to convey meaning.

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Workshop Code: I-I

8:45 a.m. – 10:15 a.m.

### **Volunteer Support for ESOL Learners**

**Presenters:** Sherry Spaulding, Education Manager, International Institute of New England Lowell; Dedra Carpenter, ESOL Instructor, International Institute of New England; Monique Stone, ESOL Instructor, International Institute of New England; Wayne Griffin, ESOL Instructor, International Institute of New England

**Description:** The International Institute of New England (IINE) has relied on volunteer support since it opened its doors to newly arrived immigrant families a century ago. In this workshop, the Education Team at the IINE Lowell office will share best practices on utilizing volunteers effectively to support ESOL learners attending remote, in-person, and hybrid ESOL classes. The workshop will include effective recruitment, training, and management strategies, ways to best engage volunteers to support learners including a mentoring model, and ways to communicate effectively with volunteers and celebrate their support.

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Workshop Code: I-J

8:45 a.m. – 10:15 a.m.

### **Urban Coalitions for Adult Foundational Education**

**Presenters:** David Rosen, President, Newsome Associates; Brooke Machado, Senior Program Manager for Adult Education, Worker Empowerment Cabinet, Office of Workforce Development, City of Boston

**Description:** Urban Coalitions for Adult Foundational Education is a new network of adult education coalitions and individuals in city, county, or metropolitan areas. We will describe this national network and its services – all free. We will have time for questions and comments. Key takeaway: you will know if you or your urban coalition wishes to participate in these webinars and discussions and, if so, how to sign up.

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Workshop Code: I-K

8:45 a.m. – 10:15 a.m.

### **CON-STRUCT-ING Words: Morphology Study for Vocabulary Development**

**Presenter:** Lisa Brooks, Principal Director, Commonwealth Learning Center Professional Training Institute

**Description:** In what ways can morphology study increase our students' vocabulary skills? This session will provide an overview of the Anglo-Saxon, Latin, and Greek layers of the language, focusing on how to teach common Latin roots. We will explore how to introduce morphemes and ways to practice them in isolation and in context. Come discover some hands-on activities to reinforce this level of advanced word work.

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Workshop Code: I-L

8:45 a.m. – 10:15 a.m.

### **Speaking and Writing Well Through ESL/ELL Activities**

**Presenter:** Judithann Walz, ESL Teacher, Framingham Adult ESL Plus

**Description:** Strong written and spoken communication skills are strongly preferred in most professions, but what does it really mean to communicate well, and how do we teach our ESL/ELL students these invaluable skills? In this interactive and fast-paced workshop, teachers will participate in hands-on, interactive activities that they can immediately apply to their teaching to help their students become more confident speakers and writers of English.

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Workshop Code: I-M **VENDOR WORKSHOP – ESSENTIAL EDUCATION** 8:45 a.m. – 10:15 a.m.

### **Better by Every Measure**

**Presenters:** Peggy Bernard, Northeast Regional Manager, Essential Education; Natalia Salagornik, Director of Workforce Systems, MassHire Metro North Workforce Board

**Description:** Essential Education will focus on GED / HiSET and TABE 11/12 Academies exemplary practices to obtain measurable skill gains. We are excited to welcome full SPANISH instructional content to the Essential Education family. Please join us as we look at the many resources offered by Essential Education! How do you accelerate learning and measure progress to continue moving your students continually toward HSE success? First, you need to teach the correct skills. With TABE 11/12 Academy, HiSET Academy, and GED Academy, you are able to offer a digital resource which will provide each and every student with a customized learning plan tailor-made to ensure students are working only on the skills they need. Secondly, you need the correct classroom resources. Essential Education offers print materials that are correlated to all of our digital programs. Digital resources and print resources along with direct instruction will provide students with a true blended learning experience. Additionally, the new Progress Report provides one screen monitoring of entire classroom progress. With a multi-faceted approach, your students will also be able to retain more of what they have learned to advance and move closer to HSE success!

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Workshop Code: I-N

8:45 a.m. – 10:15 a.m.

### **Serving Newly Arriving Asylees in the Metro South/West Region**

**Presenters:** Kevin O'Connor, Director, Framingham Adult ESL Plus; Greg Bunn, Executive Director, MassHire Metro South/West Region; Sandra Maiuri, Director, Hudson Maynard Adult Learning Center; Tammy MacDonald, Director, Blue Hills Adult Education;

**Description:** In the summer of 2023, Massachusetts began to receive unprecedented numbers of refugees arriving from the US southern border, most with limited English fluency. Once Emergency Assistance Shelters filled, families were distributed to hotels across the state. In this session, you will hear how three ABE programs and the MassHire Board in Metro South/West Region have begun to serve these new arrivals.

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## **SESSION 2**

Workshop Code: 2-A

10:45 a.m. – 12:15 p.m.

### **Designing Learning for ALL: Universal Design for Learning**

*Double session – also choose I-A*

Presenter: Connie Rivera, Professional Development Specialist, Adult Numeracy Center at TERC

Description: We can hold high expectations for deep understanding for all our students, including students with learning differences and those learning English. Come learn about and experience a framework for planning learning experiences for all learners that keeps goals in place and considers multiple means of reaching those goals. Math, ELA, and ESOL teachers are invited to experience language-rich numeracy activities and to become acquainted with ways to plan instruction for all learners. Significant session time will be devoted to considering language and other barriers to learning and designing pathways that help ALL learners reach the learning goal.

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Workshop Code: 2-B

10:45 a.m. – 12:15 p.m.

### **View from the Hill**

Presenters: Former Senator Steven Panagiotakos, Senator Edward J. Kennedy, Representative James Arciero

Description: Ever wonder what really happens during the legislative and budget processes at the State House, how they affect adult education programs, and how everything works from a legislator's point of view? Join Senators Panagiotakos and Kennedy and Representative Arciero to learn the legislators' perspectives and insights into the budget process, the legislative process, current pressing problems in the Commonwealth that impact setting budget and legislative priorities, and advice on how adult education staff and supporters can be more effective advocates with their legislators and other elected officials. Come with your questions!

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Workshop Code: 2-C **VENDOR WORKSHOP – BURLINGTON ENGLISH** 10:45 a.m. – 12:15 p.m.

### **Bring FUN to the Classroom with Burlington English!**

Presenters: Ticiania Coleman, New England Customer Manager, Burlington English, Inc; Dave Lysonski, Customer Representative, Burlington English, Inc; Courtney Carte, Customer Representative, Burlington English, Inc.

Description: Are you looking for more ways to incorporate fun into your lessons? Join us to learn about the many lessons and activities in Burlington English. We'll explore lessons and activities that focus on timely events that occur throughout the program year, ways to promote active learning, and ideas for keeping students engaged and returning to class. Let's make learning English FUN!

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Workshop Code: 2-D

10:45 a.m. – 12:15 p.m.

### **Hands-on Exploration: MA Professional Standards (ELA and Math)**

**Presenters:** Evonne Peters, Director, SABES ELA PD Center; Heidi Schuler-Jones, Director, SABES Math PD Center

**Description:** Join us to learn more about the ELA and Math Proficiency Guides, which apply the Massachusetts ABE Professional Standards specifically to content-area instruction. In this hands-on session, we'll engage with helpful resources to examine how the ABE Professional Standards and Proficiency Guides connect to classroom practice and explore how they can be used to reflect on your own teaching practice, prioritize professional goals, and improve student outcomes. You'll leave this session with practical tools and resources to help you identify any ELA or Math PD or coaching needs and with an understanding of how these materials can support your classroom instruction.

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Workshop Code: 2-E

10:45 a.m. – 12:15 p.m.

### **Know Your Workplace Rights**

**Presenters:** Richard Rabin, Senior Trainer and Technical Consultant, Massachusetts Coalition for Occupational Safety and Health; Meryl Becker, Teacher, SCALE

**Description:** The workshop will cover workplace rights, including health and safety, wage and hour, discrimination, and workers' compensation. In an interactive presentation, participants will learn about many of the significant workplace hazards and rights of immigrant and minority workers, and the kinds of actions they can take when work is unsafe or employees are treated badly.

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Workshop Code: 2-F

10:45 a.m. – 12:15 p.m.

### **An Inside View: The ILC's Digital Literacy Model**

**Presenters:** Gabe Brum, Digital Literacy Instructor, The Immigrant Learning Center; Rachel Soule, Assistant Director of English Language Programs, The Immigrant Learning Center

**Description:** Trying to integrate digital skills into your curriculum? In this interactive workshop, participants will get an inside view of a successful digital literacy model at The Immigrant Learning Center. Learn how The ILC's push-in workshop model bolsters digital learning. See how our assessment and support model empowers students and teachers who need extra coaching. And use our leveled standards document to design a real-world lesson. Participants will leave with selected practices to apply in their own classroom or program.

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### **Unpacking Prison Education from Behind the Wall**

**Presenters:** Kathleen Stoker, Teacher, Department of Corrections; Maureen O’Gorman, Teacher, Department of Corrections; Sharon Mathieu, Curriculum Manager, Department of Corrections

**Description:** In this session, educators from MCI Norfolk Prison will unpack what a “typical” school day in ABE prison school looks like. Participants will bear witness to the similarities and differences among students and teaching strategies in prison versus ABE school on the outside. We will focus on the following areas: HiSET preparation, technology, social emotional learning (including cultural competencies), and specifically how these 3 critical areas intersect. Our hope is to dispel some misconceptions and stereotypes of our students, while also sharing best practices that can be utilized in ABE classrooms on the outside as well. We hope participants will come prepared to ask questions, share teaching stories, and leave with teacher validation as well as some new strategies for their own classrooms.

---

### **Culturally Responsive Teaching in ABE/ASE English Language Arts**

**Presenter:** Karen Greaves, ELA Instruction and Professional Development Specialist, SABES, MA Adult Education PD System

**Description:** How can ABE/ASE teachers incorporate culturally responsive teaching into their ELA practice? For adult education students to feel empowered to take responsibility for their learning and see themselves as successful learners, they must be affirmed and provided with opportunities to make relevant connections to their lives. Participants will explore three goals of culturally responsive teaching, make connections to adult learning theory, and consider how culturally responsive teaching enhances students’ learning experiences and outcomes.

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### **Integrating Games into the Classroom**

**Presenters:** Colleen Pelczar, ESOL Instructor/ADA and Curriculum Coordinator, Notre Dame Education Center – Lawrence; Isaac Rusnak, ESOL Instructor/Advisor, Notre Dame Education Center

**Description:** In this workshop, participants will expand on their knowledge and use of games and activities in the ESOL classroom in order to allow students to learn and review skills in a variety of ways. The session is designed for ESOL teachers who teach all levels, including teachers who teach multi-level classes. We will explore different games and activities that will allow students to use a range of learning strategies. There will be time to participate in some of the games and activities presented, and participants will be given a list of recommended materials to have in their classrooms in order to create the games and activities for their own students. Time will also be given to discuss how to differentiate instruction and ways to ensure all students are able to participate and learn. The goal of this workshop is to have a student-centered environment with hands-on learning that allows students of all abilities to learn effectively.

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**Using the Racial Equity Decision-Making Tool (REDT)**

**Presenters:** Wyvonne Stevens-Carter, Statewide Director, DESE/ACLS; Michelle Perry, Educational Specialist, DESE/ACLS; Benie Capitolin, Educational Specialist, DESE/ACLS

**Description:** Participants will learn about the REDT, a tool used by DESE to make decisions that center equity, particularly racial equity. Presenters will share about the tool's development, implementation, and impact. Participants can discover how they might use the tool in their own work.

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**Help Students Identify and Amplify Their Transferable Skills**

**Presenter:** Cynthia Peters, Editor, The Change Agent, World Education

**Description:** Adult Education students have strong transferable skills (aka, soft skills). They just don't know it yet! Time management, communication, and critical thinking skills are being cultivated daily by hard-working adult learners. Employers value and seek these crucial competencies. In this workshop, we'll share practical classroom activities that demonstrate simple ways to teach basic skills in a way that enables students to identify and amplify the transferable skills essential for employability. Participants will gain access to *Change Agent* stories that feature students using transferable skills. These stories hold up a mirror, allowing student readers to see and embrace their own transferable skills. You will also receive ready-to-use packets of materials and Google docs that can be adapted for your own use.

**Teaching Upstream: Trauma-Informed Strategies for Adult Education**

**Presenter:** Emily Wilson, Research Consultant, UMass Chan Medical School

**Description:** Traumatic experiences can significantly disrupt our ability to connect, learn, and thrive. In this workshop, we will build a holistic awareness of trauma and how now – more than ever – adult educators play a critical role within the trauma, resilience, and adult learning context. Through collaboration, discussion, and resource sharing, this workshop will introduce/model bite-size strategies for promoting resilience among both educators and students.

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### Reaching and Teaching Unhoused Young Adults

**Presenters:** Seann Macnamara, Education Manager, Bridge Over Troubled Waters; Janice Chory, Job and Career Manager, Bridge Over Troubled Waters; Diana Saintil, Assistant Director, Bridge Over Troubled Waters; Mayda Curet, Job and Career Counselor, Bridge Over Troubled Waters

**Description:** Homelessness is a challenge that affects many young adults. We at Bridge Over Troubled Waters in Boston have experience providing wrap-around services, including providing or finding housing, offering mental health and addiction counseling, and providing educational help for those who need a high school credential (HiSET), help with college applications, or help with college classes. We also offer job/career help. This workshop will offer participants the opportunity to think deeply about the varied reasons why young adults become homeless – and how to help them with completing or furthering their education.

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Workshop Code: 2-N

### **VENDOR WORKSHOP – AZTEC SOFTWARE**

10:45 a.m. – 12:15 p.m.

#### **Supplementing your GED Program with "GED Flash" and "GED Play"**

**Presenter:** Mitch Rosin, Chief Academic Officer/Sr. National Consultant, Aztec

**Description:** GED® Flash and GED® Play will transform students' learning journeys! Through an innovative collaboration between the GED® Testing Service, Kaplan Learning, and Aztec Software, both programs revolutionize students' study experiences by providing them with a rapid review of key concepts necessary to pass their Reading Language Arts, Math, Science, and Social Studies subject-area GED tests. GED® Flash provides 10-question sets from a bank of 1000s of questions with immediate feedback on each attempt. GED® Play stands as the ideal companion to GED® Flash that can be used to introduce new concepts, reinforce classroom instruction, enhance test preparation, and engage visual and auditory learners. Both indispensable study aids will be reviewed in this session, including a comparison of the GED® Flash question types and content and how they are aligned to the GED® Test questions, tracking pertinent data, and the introduction of new videos to the GED® Play library.

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## Hands-On Learning for ESOL Instruction

**Presenters:** Eric Gomez Burgos, Assistant Professor, Universidad San Sebastian, Chile/Vanderbilt University Humphrey Fellow; Ana Cecilia Castillo Loeza, Professor, Universidad Autónoma de Yucatán / Vanderbilt University Humphrey Fellow; Allison Palacios Rivera, Professor and Study Abroad Adviser, Gerardo Barrios University/Vanderbilt University Humphrey Fellow

**Description:** This workshop will present and demonstrate best practices to teach English to Speakers of Other Languages (ESOL). It aims to provide attendees with strategies to use in their teaching practice and to create an inclusive learning environment using technology tools, implementing group work to enhance collaboration, and promoting intercultural communication. The focus will be on the four language skills (listening, speaking, reading, and writing) for ESOL instruction and its variables represented as learning disabilities, and how instruction can be adapted to the attendees' contexts. This workshop is suitable for in-service teachers, pre-service teachers, and ESL coaches. They will be involved, first, in activities to practice and promote speaking and listening through three different tools: a game, an app, and a discussion which can be used at different levels of language proficiency. Then they will experience written discourse instruction using strategies to teach reading and writing in the ESOL class. It will include techniques such as shared reading, guided reading, and independent reading (Nation & Macalister, 2021) and the implementation of the genre-based approach (Rose & Martin, 2012). This will also convey ways of integrating reading and writing skills in an ESOL classroom. Afterwards, they will be provided with tools and techniques to identify learning disabilities in their classrooms and confirm if the students' challenges are academic or cognitive so they can make the right decision and follow up the process of integrating special education students in their general education classrooms. By the end of the workshop, participants will have acquired a set of interactive strategies and resources shared and used in contexts such as Chile, El Salvador, and Mexico. Participants will also be offered a space for discussion and reflection about the effectiveness and appropriateness of these strategies for the ESOL classroom.

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## **SESSION 3**

Workshop Code: 3-A

1:45 pm – 3:15 pm

### **Teaching Beginning Math Learners**

**Presenter:** Melissa Braaten, Curriculum Designer/Facilitator, SABES Mathematics and Adult Numeracy Curriculum and Instruction PD Center

**Description:** Adults who are beginning math learners can sometimes find themselves left behind by HSE curriculum or stuck trying to memorize their way through calculations they don't understand. In this session, participants will learn about BeCALM (Beginning Curriculum for Adults Learning Math), a curriculum available from the SABES Mathematics and Adult Numeracy Curriculum and Instruction PD Center. BeCALM was designed to center student thinking and to help beginning math learners (GLE 2-4) build a conceptual foundation of basic mathematics. Participants will become familiar with the scope, sequence, and structure of the BeCALM curriculum, and will experience a sampling of activities from different BeCALM units.

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Workshop Code: 3-B

1:45 pm – 3:15 pm

### **Gradual Release in ESOL Advanced-level Writing Instruction**

**Presenter:** Debra Knutson-Bezerra, Teacher, Clinton Adult Learning Center

**Description:** Attendees will participate as students in a classroom as the presenter models Gradual Release of Responsibility in teaching writing to ESOL students at an advanced level. The instruction of basic paragraph structure and writing will be the focus. The presenter will model teaching the writing of topic sentences, supporting sentences, supporting details, conclusion sentences, narrative paragraphs, and process paragraphs.

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Workshop Code: 3-C

1:45 pm – 3:15 pm

### **High School Equivalency Changes in FY 2024**

**Presenters:** Michael Farma, High School Equivalency Specialist, DESE/ACLS; Jolanta Conway, Team Leader, DESE/ACLS; Olympia Stroud, HSE Program Coordinator, DESE/ACLS

**Description:** This workshop will discuss the changes in High School Equivalency (HSE) Policy which have taken place in the last fiscal year. There will also be a discussion of the similarities and differences between the GED and HiSET exams.

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Workshop Code: 3-D

1:45 pm – 3:15 pm

### **ABCs of Immigration and Best Practices Supporting Immigrant Families**

**Presenters:** Jessica Chicco, Director of Citizenship and Training, Massachusetts Immigrant and Refugee Advocacy Coalition; Catherine Ramirez Mejia, Access and Resources Specialist, Massachusetts Immigrant and Refugee Advocacy Coalition

**Description:** The training begins with an introduction to the various immigration statuses that exist, enabling participants to gain a deeper understanding of terminology related to immigration. Later in the training, participants learn about typical obstacles and difficulties that immigrant families encounter when seeking services. The training then covers the best practices that service providers can adopt, emphasizing the use of cultural humility and community partnership to establish trust within the immigrant community. The training also informs service providers about the fundamental rights and resources that are available to immigrants. The overall goal of this comprehensive training is to equip service providers with the necessary tools to efficiently serve the immigrant community while fostering a safe and inclusive environment.

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Workshop Code: 3-E

1:45 pm – 3:15 pm

### **A Digital Resilience Roadmap: Resources for Professional Learning**

**Presenters:** Rachel McDonnell, Director, Jobs for the Future; Lisa Soricone, Senior Research Director, Jobs for the Future

**Description:** The Digital Resilience in the American Workforce (DRAW) professional development resources are here and ready for you to use! This session will provide instructors, program administrators, and professional development leaders with an opportunity to explore the DRAW PD resources and learn about how they can be leveraged to support teacher development in a variety of program and classroom settings. Participants will learn how they can use the self-assessment and reflection roadmap to chart their own professional learning plan, as well as how they can apply the DRAW resources to support their learners in building digital resilience. The session will include a mix of presentation, short videos, Q&A, and small-group discussions to promote engagement.

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Workshop Code: 3-F

1:45 pm – 3:15 pm

### **Learner Pathways to Digital Literacy with Northstar**

**Presenters:** Diana Satin, Digital Literacy Coordinator, SABES Program Support PD Center - Digital Literacy; Kathleen O'Connell, Workplace Education Coordinator, World Education

**Description:** Do you administer Northstar Digital Literacy assessments at your program? Are you looking for ways to leverage the results with your students? Representatives from three MA programs will share promising practices and approaches to using Northstar to integrate digital learning and help students meet their goals. After the panel, you will have the opportunity to exchange and evaluate ideas with your peers and the panelists in small groups. With the support of other participants and the panelists, you will start drafting a plan to take back to your program to finalize with colleagues.

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Workshop Code: 3-G

1:45 pm – 3:15 pm

### **English Test for Adults: Progress, Plans, and Possibilities**

**Presenters:** Jennifer Lewis, Research Fellow, Center for Educational Assessment at UMass Amherst; Maura O’Riordan, Senior Research Fellow, Center for Educational Assessment at UMass Amherst; April Zenisky, Research Professor, Center for Educational Assessment at UMass Amherst

**Description:** The Center for Educational Assessment at UMass (CEA) is developing the English Test for Adults (ETA) to serve two purposes: (1) serve as a measure of English language proficiency (ELP) for the purposes of NRS accountability and (2) produce learning-centered feedback for adult English learners in Massachusetts. The ETA will measure reading, writing, speaking, and listening. In this 90-minute session, the CEA will provide information about the progress of the development of the ETA and describe some of the future plans and possibilities for the ETA. Throughout the session, the CEA would like to get your feedback regarding various aspects of the assessment development process (e.g., characteristics of appropriate test content, feedback that contributes to teaching and learning, current test administration practices).

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Workshop Code: 3-H

1:45 pm – 3:15 pm

### **Online Instructional Resources for Adult Learners through the Boston Public Library**

**Presenters:** Melissa Theroux, Literacy Coordinator, Boston Public Library; Michael Brown, Community Learning Reference and Workforce Librarian, Boston Public Library

**Description:** The Boston Public Library serves as the library for the Commonwealth and provides a wide range of resources beyond just books. With a library card or eCard, anyone living in Massachusetts can access online resources for language learning, building basic academic skills, school and career test preparation, and skill building in the workplace. In this presentation, we will provide an introduction to these resources and discuss how they can support adult learners with their educational and career goals.

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Workshop Code: 3-I

1:45 pm – 3:15 pm

### **Enhancing Communication and Understanding through Exploring DISC Personality Types**

**Presenter:** Michael McGee, Director, Training Resources of America

**Description:** Whether you are an advisor or teacher seeking to connect with your students or in a leadership role and need to connect with your staff, this session will get you well on your way to understanding human behavior and enhance your ability to communicate and connect. This session will allow you to enhance your communication with both students and staff using DISC Personality to improve relational understanding.

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**Meeting The Need: Improving Postsecondary Access and Success for all Students**

**Presenters:** Beverly Pierce, Director, MassEdCO; Tong (Phoenix) Feng, Sr. Education Advisor, MassEdCO  
Boston Education and Career Planning Center

**Description:** College access work can be mentally taxing for adults and has the potential to expose mental health struggles, family dynamic challenges, and feelings of not belonging. While adult students are working to showcase their best selves to prospective colleges, they may be struggling with non-academic factors impacting the process. MassEdCO Education and Career Planning Center, a successful college access program for low-income and first-generation college students, has been intentional in its comprehensive approach to support the well-being of adult students while encouraging academic excellence. Participants in this workshop will leave with strategies for enhancing learners' well-being. Learners' wellness can be cared for from many angles. Participants will have the opportunity to share their successes and struggles, hear best practices from presenters and participants, and reflect on how they can enhance mental health support for students.

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**Election 2024: Teach Civics, Basic Skills, and Leadership**

**Presenter:** Cynthia Peters, Editor, The Change Agent, World Education

**Description:** Looking for dynamic ways to teach civics, reading and writing, speaking and listening, social studies, and digital literacy? Curious about how to integrate current events and election-related content into your classroom? Want to give students a concrete way to participate in civics and impact policies that affect everyday life? This workshop is for you! We will share multi-level (intermediate to advanced ABE and ESOL) interactive lessons about the history of voting rights that will engage students and will add to their knowledge of U.S. history and current events. We will also provide an introduction to Voter Education, Registration, and Action (VERA) resources that NELRC is making available for the upcoming election cycle. Come and learn about the state-specific resources we have gathered for the New England states (including how and when to register, the mechanics of voting, etc.) and the classroom materials and program-wide strategies we have in mind so that you can engage learners in voting and taking action during the 2024 elections. Participants will receive ready-to-use handouts with standards-aligned activities that you can teach from tomorrow!

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### **“Hey Siri ... Teach Me About Digital Literacy!”**

**Presenters:** Aly Fajardo, Adult Instructor, ILP (Intergenerational Literacy Program); Sara Beqo, Adult Instructor, ILP (Intergenerational Literacy Program)

**Description:** This three-part session will explore the application of technology to improve classroom experience and learner adaptability in the present digital world. Part 1 will include digital tools for teachers to improve classroom summative and formative assessments and collect learner responses. Part 2 will be about making devices accessible and incorporating digital literacy routines both daily and in larger projects. Part 3 will allow attendees to participate in an interactive problem-solving activity in various formats.

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### **WIOA Goals, Career Pathways, and Adult Education**

**Presenter:** Kyle McKinzie, Adult Education Consultant, New Readers Press

**Description:** WIOA provides the overarching framework for workforce development in the United States. Within this framework, Career Pathways Training is a strategic approach to aligning education and training programs with industry needs. Adult Basic Education services are an integral part of career pathways, helping individuals build foundational skills necessary for success in more advanced training programs and ultimately in the workforce. Together, these components work in tandem to support individuals in their journey to gain the skills and qualifications needed for meaningful and sustainable employment. Throughout this presentation, participants will see how moving low-level learners through a career competency pathway using New Readers Press materials is possible and how it can prepare your learners for the working world!

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Workshop Code: 3-N

1:45 pm – 3:15 pm

### **Enhancing Student Motivation**

Presenter: Andjela Kaur, Professor, Pennsylvania State University

Description: Motivational Interviewing (MI) is a form of empathic dialogue for strengthening a person's own motivation and commitment to change that can be used in adult education advising and teaching. It is designed to strengthen an individual's motivation to meet their goals by eliciting and exploring a student's own reasons for change and exploring the resistance that arises in the process. This interactive workshop will introduce the audience to how MI can be used in adult education classrooms and advising offices. Participants will understand the central tenets of the approach and will familiarize themselves with several skills used in this method. Participants can expect a dynamic presentation and lots of interaction.

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Workshop Code: 3-O

1:45 pm – 3:15 pm

### **Age-friendly ESL/Citizenship Instruction for Beginners**

Presenter: Lynne Weintraub, ESL Coordinator, Jones Library ESL Center

Description: Because they are at a distinct developmental stage, older language learners need specifically-tailored instructional strategies and a shift in the focus of curriculum to effectively access instruction in the ESL classroom. The presenter will describe cognitive, perceptual, and psycho/social needs of older learners and strategies for addressing these concerns. She will then preview "Step One," a free curriculum resource designed specifically for teaching older beginners in the ESL/citizenship classroom.

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## **SESSION 4**

Workshop Code: 4-A

3:30 pm – 5:00 pm

### **Reading Math in Text: A Climate Change Investigation**

**Presenter:** Sarah Lonberg-Lew, Training and Curriculum Development Specialist, SABES Mathematics and Adult Numeracy Curriculum and Instruction PD Center at TERC

**Description:** The ability to make sense of the numbers, fractions, and percentages that appear in narrative texts and articles is an important skill in both numeracy and statistical literacy. Participants in this workshop will experience activities from a lesson that uses a student-written article from *The Change Agent* about the impact of climate change. The lesson uses colorful maps and statistics to help learners build the capacity to make sense of math in text through an investigation of data related to climate change and drought in northern Mexico. Participants will leave with access to the complete lesson plan and strategies for using other articles from *The Change Agent* in math class.

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Workshop Code: 4-B

3:30 pm – 5:00 pm

### **Decoding Massachusetts Workforce Training**

**Presenter:** Derek Kalchbrenner, Educational Specialist, Department of Elementary and Secondary Education

**Description:** What, exactly, is workforce training? Is it the same thing as occupational skills training? How does an agency qualify to provide these services? The definitions, requirements, and types of workforce training can be confusing. This workshop will review Workforce Innovation and Opportunity Act (WIOA) workforce training definitions and requirements and how Massachusetts fulfills those requirements. Items such as how agencies get registered on the state's Eligible Training Provider List (TrainingPro) will be covered along with an overview of the different types of agencies that are offering workforce training in the state.

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### **Unlocking Language: Cognates in English for Diverse Learners**

**Presenter:** Romeu Miguel Rodrigues, ESOL and Math Teacher specializing in Bilingual Education, Hudson-Maynard Adult Learning Center

**Description:** This workshop delves into the pedagogical intricacies of leveraging cognates in English language instruction. The session, designed for educators working with diverse learner populations, focuses on fostering a comprehensive understanding of how cognates function as linguistic tools. Participants will gain insights into effective strategies for identifying, teaching, and utilizing cognates in the ESL classroom. Through a structured exploration of language patterns, participants will develop a nuanced appreciation for the interconnected nature of cognates. The workshop emphasizes practical methodologies, incorporating teacher modeling, collaborative activities, and semantic mapping to enhance participants' ability to guide learners in cognate recognition. In addition, the workshop addresses the significance of sound and spelling connections, providing purposeful practice opportunities. Technological tools for pronunciation, including apps such as How to Pronounce, Duolingo, Memrise, and Google pronunciation apps, will be integrated into the session to exemplify the contemporary approaches to language pedagogy. The overarching goal is to equip educators with tangible strategies that transcend basic comprehension, fostering deeper cognitive engagement and long-term retention. Attendees will leave with a pedagogical toolkit enriched with innovative methods to enhance language instruction, specifically tailored for diverse learner backgrounds, including those of Brazilian and Haitian students. Participants are encouraged to engage actively in discussions, collaborative exercises, and reflection, ensuring a dynamic and participatory learning experience. The workshop is positioned to empower educators with practical insights that can be immediately applied in their teaching contexts.

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Workshop Code: 4-D

3:30 pm – 5:00 pm

### **Learning, Well-Being and Creativity**

**Presenter:** Sherry Ruff, Director, Arts, Culture and Well-Being, an educational initiative, supported, in part, by a grant from the Framingham Cultural Council, a local agency, supported by the Massachusetts Cultural Council

**Description:** Strong global evidence shows that learning and well-being are interconnected. Education is considered a key determinant of health. Creativity is recognized as an important factor in learning and well-being, as well. Creativity's integral role in learning and well-being is the focus of recent global efforts. How is creativity interconnected with learning and well-being? What positive impacts does creativity offer? How can creativity be integrated in ESL/ABE education to promote learning and health? Why is this important for our adult education community? How can creative learning experiences be incorporated into our classes, advising and educational programs? Come join this interactive workshop to discover more about learning, well-being, and creativity. We will explore global and local efforts, as well as cultural shifts occurring as a result. You will have the opportunity to create your own action plan for incorporating creative learning experiences in your classes and programs.

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Workshop Code: 4-E

3:30 pm – 5:00 pm

### **Assessments that Serve Learners (and Teachers, and Administrators)**

**Presenters:** April Zenisky, Director, Center for Educational Assessment, University of Massachusetts Amherst; Duy Phm, Senior Research Fellow, University of Massachusetts Amherst; Stephen Sireci, Distinguished Professor, University of Massachusetts Amherst; Jennifer Lewis, Senior Research Fellow, University of Massachusetts Amherst

**Description:** Adult learners, teachers, and administrators spend a LOT of time with assessments. For such assessments to be justified, they should provide value to all these stakeholders. In this “rotating roundtable workshop,” we will gather feedback from NETWORK participants on four sets of questions that will help us develop assessments that are more enjoyable for learners to take and provide more useful information for learners, teachers, and administrators. The questions are: (a) Could a new placement test be helpful for newly enrolled learners? If so, how? (b) What do we really want to know about adult learners’ English proficiency? (c) In what ways can assessments serve learners? (d) How can we help make it easier for learners to be successful taking tests on computers or other digital device? Participants will sit at one of four tables to discuss a question for 15 minutes, then rotate to the other three tables in 15-minute intervals. After these rotations, table leaders will report back to the full group for discussion of how the Center for Educational Assessment at UMass Amherst can help produce and support assessments that serve learners, teachers, and administrators. Please come and participate!

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Workshop Code: 4-F

3:30 pm – 5:00 pm

### **Implications and Applications of Artificial Intelligence in the Context of Adult Education**

**Presenters:** Conzolo Migliozi, Workforce Development Consultant, I199SEIU Training and Employment Fund; Richard Valentine, Field Coordinator, I199SEIU Training and Employment Fund

**Description:** In this workshop, you will get hands-on experience using research tools powered by artificial intelligence (AI) to develop a foundational understanding of AI, its impact on the education system, and what this means for adult learners. We can explore recent innovations and current trends at a high-level, or dive deep on specific issues such as ethics, information literacy, curriculum development, or the future of work. With so much expertise in the room, we will take this opportunity to share use cases and best practices for integrating AI into our workflows and curricula. We will begin the workshop with a poll to tailor the content to participants' interests and needs. Join us for a transformative workshop designed to expand your knowledge and skills, providing you with the tools to better serve adult learners.

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Workshop Code: 4-G

3:30 pm – 5:00 pm

### **Scaling Up: Collaborative Strategy Share for Growing Programs!**

**Presenters:** Pesh Black, Director of ESOL, Holyoke Community College; Kevin O'Connor, Director, Framingham Adult ESL Plus (Framingham Public Schools); Mostafa Mouhieeddine, Coordinator, Brockton Adult Learning Center (Brockton Public Schools); Ian Noonan, Director of Recruitment, Retention and Transition, Springfield Technical Community College; Ash Aliengena, Literacy Specialist, Holyoke Community College

**Description:** Many Massachusetts adult education programs expanded this year, offering more seats, new sites, and varied modalities and program formats. That growth is exciting – and challenging! In this practical strategy session, leaders and staff from midsize and large programs will share approaches for scaling up in key areas: intake and enrollment, orientation, assessment, advising, educator learning and growth, and school culture-building. Participants will have the chance to share their own practices, and then join a “problem-solving team” focused on one area of interest, to sketch out potential new approaches to thorny spots. Rather than providing answers, facilitators look forward to co-constructing learning with you, as we embark on this new chapter of leading high-quality programs at scale!

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Workshop Code: 4-H

**VENDOR WORKSHOP – ENGEN**

3:30 pm – 5:00 pm

**Using EnGen for IETs and Internationally Trained Professionals**

Presenter: Tadd Wamester, Director of Partnership Development, EnGen

Description: EnGen is a Certified B Corporation that delivers personalized, career-aligned, mobile-first English language upskilling to immigrants, refugees, and speakers of other languages. Using patented technology that has served over 4 million language learners worldwide, EnGen is powered by real-world, industry-relevant content. The platform’s science-based, sector-specific approach is proven to help adult learners to connect with career pathways and in-demand credentials. EnGen has specialized content for Internationally Trained Professionals including nurses, engineers, accountants and other highly skilled professionals. There are over 135 pathways that can be used for bridge programs, pre-apprenticeships, workplace literacy and to build pipelines of students for IET programs. During this presentation, innovative blended program models for working with community partners, employers, and with special populations will be explored.

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Workshop Code: 4-I

3:30 pm – 5:00 pm

**Data Literacy: Narrative and Advocacy for ABE Students**

Presenters: Bonnie Taylor, ESOL program Director, Action for Boston Community Development;  
Tymeisha Goddard-King, Student, Genesis Center, Rhode Island

Description: From January to May of 2023, we worked with a cohort of educators around the nation, World Education, and San Francisco State University to explore data literacy and communicative justice in the ABE classroom. Through a lens of communicative justice and data literacy, we worked with students over the semester to increase knowledge and agency for students of minoritized and disenfranchised groups in adult education programs. The curriculum design led to strong advocacy work at the state legislative level in Rhode Island. In May of 2023, we presented this work at the New Jersey Association of Lifelong Learners Annual Conference, framing the work in Rhode Island in a replicable way for adult education classrooms in any state, and would like to bring the project and the research out of San Francisco State University to practitioners here in Massachusetts.

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Workshop Code: 4-J

3:30 pm – 5:00 pm

### **Does Bradley Leave Samantha? An ESOL Soap Opera**

Presenter: Meryl Becker, Teacher, SCALE

Description: Need exciting material that will make learners look forward to reading? *Samantha, A Soap Opera and Vocabulary Book for Students of English as a Second Language*, is a romantic soap opera that is high interest, develops vocabulary, and stimulates discussion on moral, social, and cross-cultural issues. Participants will review a chapter, use it themselves, and discuss how to use this material in the classroom.

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Workshop Code: 4-K

3:30 pm – 5:00 pm

### **Boston's DigLit Initiative: Empowering ABE with Digital Literacy**

Presenters: Brooke Machado, Senior Program Manager for Adult Education, City of Boston Mayor's Office of Workforce Development; Sarah Soroui, Director of Research, Evaluation, and Analytics, City of Boston Mayor's Office of Workforce Development; Catalina González, Senior Technical Advisor, World Education

Description: Digital literacy is crucial for adult basic education students as it equips them with essential skills to navigate and thrive in an increasingly technology-driven society, empowering them to access information, communicate effectively, and participate fully in the digital age. At the 2023 MCAE NETWORK conference, we showcased the City of Boston Mayor's Office of Workforce Development's Digital Literacy (DigLit) Initiative, unveiling its initial planning tools and guiding participants through engaging exercises centered around the Digital Needs Assessment instrument. This year's session delves deeper into the DigLit Initiative spotlighting its latest development, the Edtech Strategy Routine Library. The library represents the culmination of a multiyear capacity-building endeavor, aimed at supporting Boston's adult education providers in delivering quality digital literacy skill training and seamlessly integrating technology into their programs. With funding provided by the Office of Workforce Development (OWD) and coaching from World Education, 25 adult education providers from the City of Boston's Adult Literacy Initiative (ALI) developed creative, evidence-based practices to effectively integrate technology into instruction, via edtech routines. These routines, designed for repeated use, offer structured and accessible opportunities for adults to bolster their digital skills, transforming them into empowered users of technology. Through an overview of OWD's research findings and a demonstration of routines, workshop participants will explore tools to enhance their program's digital literacy delivery consistently, frequently and across subject areas. Participants will have the opportunity to explore some of DigLit participants' EdTech routines and hear from programs that created and utilize them to equip students with vital skills for their future in an increasingly digital world.

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### **A Pathway to Disability-Inclusive Adult Education Programs**

**Presenters:** Dani Scherer, Technical Advisor, SABES Program Support Professional Development Center, World Education; Andjela Kaur, Professor, Pennsylvania State University

**Description:** This interactive session combines practical tools and strategies with foundational ideas in disability studies to support more disability-inclusive programming. Becoming more disability inclusive in our adult education programs and classrooms benefits all students, whether or not they have a disclosed or diagnosed disability. When adult education programs become more disability inclusive, they support students in taking charge of their own learning journey. This session combines resource sharing and small and large group discussion with hands-on practice. Participants will learn about the components of a disability-inclusive program, review the tools developed for the adult education program within the Basic Disability Screening for Adult Education Guide and will practice using The Basic Accessibility Checklist for ADA Coordinators and Administrators to recognize their own program's strengths and areas for development. Upon completion of this session, the participants will be able to articulate the components of the disability inclusive process, identify disability-conscious activities to use with learners, explain the purpose of the Basic Disability Screening for Adult Education tools and apply the Basic Accessibility Checklist for ADA Coordinators and Administrators to their own program.

### **Exploring the HiSET in 2024**

**Presenter:** Tess Yurik, HiSET Adult Education Manager, HiSET

**Description:** Join us for an enlightening and engaging session as we delve into an in-depth overview of the 2024 HiSET Program. Throughout this informative experience, participants will gain a comprehensive understanding of the program, starting with a step-by-step walk through of the registration and account setup procedures. Delving into the testing day experience, we will paint a vivid picture for students, ensuring they are well-prepared and aware of what to expect. The session will not only highlight effective best practices for instruction but will also shed light on the wealth of resources available to support students in their preparation journey. Navigating the accommodation process is a crucial aspect, and our session will guide participants on how to make it a seamless experience for students. A detailed exploration of the score release process will follow, with insights into how students can access their results. Moreover, the session will provide valuable guidance on interpreting scores and strategically planning the next steps in their educational journey. To enhance the interactive nature of the session, ample time will be allocated for questions and answers, fostering a collaborative and supportive environment for all participants. Don't miss this opportunity to gain a comprehensive understanding of the HiSET Program and empower your students for success!



# NETWORK 2024 WORKSHOP SCHEDULE—MAY 1st

## WORKSHOP SCHEDULE AT-A-GLANCE

		<b>Visit our Exhibitors</b> <b>8:00 a.m. – 5:00 p.m.</b> Visit Exhibitors’ booths in the Exhibit Area, and visit their workshop sessions		<b>Awards Ceremony Luncheon</b> <b>Honoring the Awesome</b> Roberta Soolman MCAE Board President <b>12:15 p.m. – 1:30 p.m.</b>			
<b>Session 1</b> <b>8:45 a.m. – 10:15 a.m.</b>		<b>Session 2</b> <b>10:45 a.m. – 12:15 p.m.</b>		<b>Session 3</b> <b>1:45 p.m. – 3:15 p.m.</b>		<b>Session 4</b> <b>3:30 p.m. – 5:00 p.m.</b>	
<b>1-A</b> Designing Learning for ALL: Universal Design for Learning <i>Connie Rivera</i>		<b>2-A</b> Designing Learning for ALL: Universal Design for Learning <i>Connie Rivera</i>		<b>3-A</b> Teaching Beginning Math Learners <i>Melissa Braaten</i>		<b>4-A</b> Reading Math in Text: A Climate Change Investigation <i>Sarah Lonberg-Lew</i>	
							
<b>1-B</b> Jazz Up Your Instruction with Teaching Skills That Matter <i>Laura Porter, Christa Exter</i>		<b>2-B</b> View from the Hill <i>Former Senator Steven Panagiotakos, Senator Edward Kennedy, Representative James Arciero</i>		<b>3-B</b> Gradual Release in ESOL Advanced-level Writing Instruction <i>Debra Knutson-Bezerra</i>		<b>4-B</b> Decoding Massachusetts Workforce Training <i>Derek Kalchbrenner</i>	
<b>1-C</b> Choose Your Own Adventure <i>John Strachan</i>		<b>2-C</b> <b>VENDOR</b> <b>BURLINGTON ENGLISH</b> Bring FUN to the Classroom with Burlington English! <i>Ticiana Coleman, Dave Lysonski, Courtney Carte</i>		<b>3-C</b> High School Equivalency Changes in FY 2024 <i>Michael Farma, Jolanta Conway, Olympia Stroud</i>		<b>4-C</b> Unlocking Language: Cognates in English for Diverse Learners <i>Romeu Miguel Rodrigues</i>	
<b>1-D</b> Learning Centers for Low-Level ESOL: Tips and Tricks <i>Jana Pickard-Richardson</i>		<b>2-D</b> Hands-on Exploration: MA Professional Standards (ELA and Math) <i>Evonne Peters, Heidi Schuler-Jones</i>		<b>3-D</b> ABCs of Immigration and Best Practices Supporting Immigrant Families <i>Jessica Chicco, Catherine Ramirez Mejia</i>		<b>4-D</b> Learning, Well-Being and Creativity <i>Sherry Ruff</i>	
<b>1-E</b> Welcoming Diverse Gender and Sexual Identities in Adult ESOL Classrooms <i>Ash Aliengena</i>		<b>2-E</b> Know Your Workplace Rights <i>Richard Rabin, Meryl Becker</i>		<b>3-E</b> A Digital Resilience Roadmap: Resources for Professional Learning <i>Rachel McDonnell, Lisa Soricone</i>		<b>4-E</b> Assessments that Serve Learners (and Teachers, and Administrators) <i>April Zenisky, Duy Phm, Stephen Sireci, Jennifer Lewis</i>	

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<p><b>1-F</b> <b>VENDOR</b>  <b>GED TESTING SERVICE</b>  GED Testing: Program Update for Massachusetts   <i>Brian Smith</i></p>	<p><b>2-F</b>  An Inside View: The ILC’s Digital Literacy Model   <i>Gabe Brum, Rachel Soule</i></p>	<p><b>3-F</b>  Learner Pathways to Digital Literacy with Northstar   <i>Diana Satin, Kathleen O’Connell</i></p>	<p><b>4-F</b>  Implications and Applications of Artificial Intelligence in the Context of Adult Education   <i>Conzolo Migliozi, Richard Valentine</i></p>	
<p><b>1-G</b>  Digital Equity for Adult Learners: Seize the Moment!   <i>Shirley Doan, Catalina González, Pesh Black</i></p>	<p><b>2-G</b>  Unpacking Prison Education from Behind the Wall   <i>Kathleen Stoker, Maureen O’Gorman, Sharon Mathieu</i></p>	<p><b>3-G</b>  English Test for Adults: Progress, Plans, and Possibilities   <i>Jennifer Lewis, Maura O’Riordan, April Zenisky</i></p>	<p><b>4-G</b>  Scaling Up: Collaborative Strategy Share for Growing Programs!   <i>Pesh Black, Kevin O’Connor, Mostafa Mouhieeddine, Ian Noonan, Ash Aliengena</i></p>	
<p><b>1-H</b>  Writing Workshop for Adult ESOL – Levels 2 and 3   <i>Stephanie Ferrara</i></p>	<p><b>2-H</b>  Culturally Responsive Teaching in ABE/ASE English Language Arts   <i>Karen Greaves</i></p>	<p><b>3-H</b>  Online Instructional Resources for Adult Learners through the Boston Public Library   <i>Melissa Theroux, Michael Brown</i></p>	<p><b>4-H</b> <b>VENDOR</b>  <b>ENGEN</b>  Using EnGen for IETs and Internationally Trained Professionals   <i>Tadd Wamester</i></p>	
<p><b>1-I</b>  Volunteer Support for ESOL Learners   <i>Sherry Spaulding, Dedra Carpenter, Monique Stone, Wayne Griffin</i></p>	<p><b>2-I</b>  Integrating Games into the Classroom   <i>Colleen Pelczar, Isaac Rusnak</i></p>	<p><b>3-I</b>  Enhancing Communication and Understanding through Exploring DISC Personality Types   <i>Michael McGee</i></p>	<p><b>4-I</b>  Data Literacy: Narrative and Advocacy for ABE Students   <i>Bonnie Taylor, Tymeisha Goddard-King</i></p>	
<p><b>1-J</b>  Urban Coalitions for Adult Foundational Education   <i>David Rosen, Brooke Machado</i></p>	<p><b>2-J</b>  Using the Racial Equity Decision-Making Tool (REDT)   <i>Wyvonne Stevens-Carter, Michelle Perry, Benie Capitolin</i></p>	<p><b>3-J</b>  Meeting The Need: Improving Postsecondary Access and Success for all Students   <i>Beverly Pierce, Tong (Phoenix) Feng</i></p>	<p><b>4-J</b>  Does Bradley Leave Samantha? An ESOL Soap Opera   <i>Meryl Becker</i></p>	
<p><b>1-K</b>  <b>CON-STRUCT-ING Words: Morphology Study for Vocabulary Development</b>   <i>Lisa Brooks</i></p>	<p><b>2-K</b>  Help Students Identify and Amplify Their Transferable Skills   <i>Cynthia Peters</i></p>	<p><b>3-K</b>  Election 2024: Teach Civics, Basic Skills, and Leadership   <i>Cynthia Peters</i></p>	<p><b>4-K</b>  Boston’s DigLit Initiative: Empowering ABE with Digital Literacy   <i>Brooke Machado, Sarah Soroui, Catalina González</i></p>	

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<p><b>1-L</b>  Speaking and Writing Well Through ESL/ELL Activities   <i>Judithann Walz</i></p>	<p><b>2-L</b>  Teaching Upstream: Trauma-Informed Strategies for Adult Education   <i>Emily Wilson</i></p>	<p><b>3-L</b>  “Hey Siri... Teach Me About Digital Literacy!”   <i>Aly Fajardo, Sara Beqo</i></p>	<p><b>4-L</b>  A Pathway to Disability-Inclusive Adult Education Programs   <i>Dani Scherer, Andjela Kaur</i></p>	
<p><b>1-M</b>      <b><u>VENDOR</u></b>  <b>ESSENTIAL EDUCATION</b>  Better by Every Measure   <i>Peggy Bernard,</i>  <i>Natalia Salagornik</i></p>	<p><b>2-M</b>  Reaching and Teaching Unhoused Young Adults   <i>Seann Macnamara,</i>  <i>Janice Chory, Diana Saintil,</i>  <i>Mayda Curet</i></p>	<p><b>3-M</b>      <b><u>VENDOR</u></b>  <b>NEW READERS PRESS</b>  WIOA Goals, Career Pathways, and Adult Education   <i>Kyle McKinzie</i></p>	<p><b>4-M</b>      <b><u>VENDOR</u></b>  <b>HiSET</b>  Exploring the HiSET in 2024   <i>Tess Yurik</i></p>	
<p><b>1-N</b>  Serving Newly Arriving Asylees in the Metro South/West Region   <i>Kevin O’Connor, Greg Bunn,</i>  <i>Sandra Maiuri,</i>  <i>Tammy MacDonald,</i></p>	<p><b>2-N</b>      <b><u>VENDOR</u></b>  <b>AZTEC</b>  Supplementing your GED Program with "GED Flash" and "GED Play"   <i>Mitch Rosin</i></p>	<p><b>3-N</b>  Enhancing Student Motivation   <i>Andjela Kaur</i></p>		
	<p><b>2-0</b>  Hands- On Learning for ESOL Instruction   <i>Eric Gomez Burgos, Ana Cecilia Castillo Loeza, Allison Palacios Rivera</i></p>	<p><b>3-0</b>  Age-friendly ESL/Citizenship Instruction for Beginners   <i>Lynne Weintraub</i></p>		

# NETWORK 2024 CONFERENCE COMMITTEE

*Thank you to the NETWORK 2024 Conference Committee for their countless contributions, generosity, steadfastness, and good humor in making this event possible.*

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Roberta Soolman, Committee Co-Chair	Literacy Volunteers of Massachusetts
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## **Photographer**

Bev Ness Plymouth Public Library Trustee

## **Technology Team**

Mike McEachern	Clinton Adult Learning Center
Luis Reynoso	East Boston Harborside Community School

# **MANY THANKS!**

**Thank you to everyone who generously shared their time and talents  
and helped make NETWORK 2024 a success.**

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**WORKSHOP FACILITATORS**

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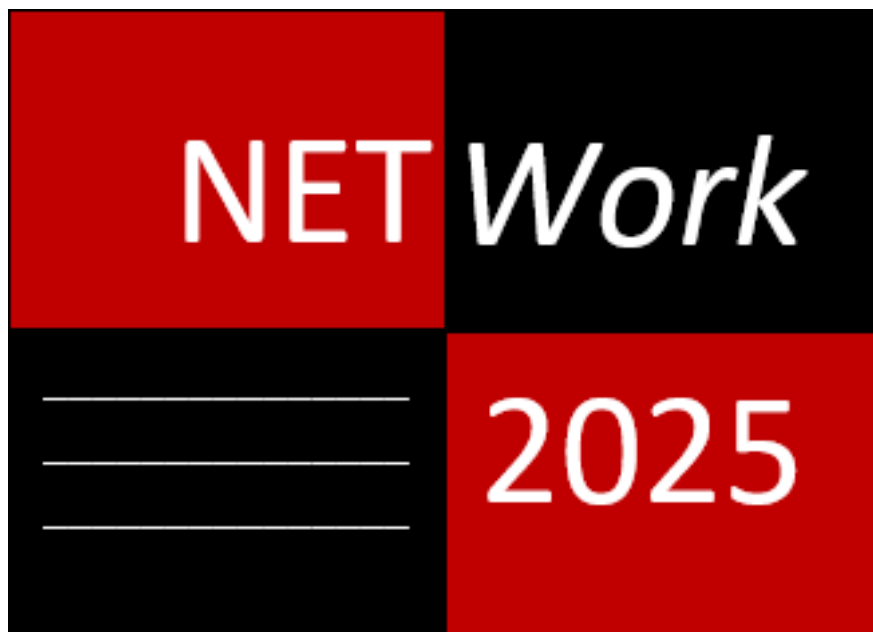
**We are grateful  
for your commitment and dedication to adult education,  
and for your support of the  
Massachusetts Coalition for Adult Education and NETWORK.**



*Special thanks to Angela Lyman and the  
staff at the Best Western Royal Plaza Hotel*

*Thank you for joining us today!*

**SEE YOU NEXT YEAR!**



***We'll let you know when and where!***