

# 2024-2025 PDS Professional Learning Opportunities Schedule



This document was created to help agencies plan professional development activities for the 2024-25 program year. For more detailed information about an upcoming course and course requirements, please go to the [PD Portal](#) to view the course catalog and course syllabus. Courses and syllabi will typically be available in the catalog one to two months prior to the course start date. All course information, dates, and times are subject to change. This schedule will be updated with additions and revisions as they occur. You can find the latest copy on the [PA Adult Education Resources website](#). If you are interested in enrolling in a course or have questions, please consult with your in-house professional development specialist (IHPDS) to determine whether the course meets your professional learning goals. Where relevant, a list of targeted [Adult Education Teacher Competencies](#) (AETC), [Digital Literacy Competencies for Adult Educators](#) (DLCAE), [Indicators of Program Quality](#) (IPQ), and [Student Support Coordinator Competencies](#) (SSCC) are included in the description of each course.

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## Administrator Courses

Details	Course Information
Course name	<b>New Administrator Training</b>
Course type	Administrator
Course format and time commitment	Asynchronous, online training with individualized coaching meetings. The training includes a course introduction and five additional course sections. Participants will have up to 21 days to complete each section of the training and 120 days to complete the entire sequence.
When offered	On demand
Start date(s)	Participants can be enrolled at any time and have 120 days from enrollment to complete the entire training.
Course description	This on-demand, online training provides information for new adult basic education program administrators. The training includes asynchronous activities and individualized support for these five topics: The Role of the Administrator, Workforce Innovation and Opportunity Act (WIOA), eData, Continuous Program Improvement and Professional Development, and Leadership.
Competencies	AETC: 4.2, 4.3, 4.4. DLCAE: 1.1, 3.1 IPQs: 1.11, 1.13, 1.17, 3.1, 3.4 SSCC: n/a
Hours	PD and Act 48: 25 hours total for all sections

## Assessment Courses

Details	Course Information
Course name	<b>BEST Literacy 2.0 Implementation Training</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; Four hours over 30 days. Enroll within the first seven days of the month and complete by the end of the month.
When offered	Summer, Fall, Spring
Start date(s)	7/1/2024, November 2024
Course description	This online training is for staff who will be administering, scoring, and/or interpreting the BEST Literacy 2.0 assessment. It is appropriate for those who have never completed training or those who need a review of administration procedures. The training will include information about BEST Literacy 2.0 components and materials, the skills that are tested, policy information that is linked to the assessment, proper administration, and use of assessment results.
Competencies	AETC: 1.1.3, 3.2.1 DLCAE: n/a IPQs: 2.1 SSCC: 3.1
Hours	PD and Act 48: 3.25 hours

Details	Course Information
Course name	<b>BEST Plus 2.0 Test Administrator Training</b>
Course type	Assessment
Course format and time commitment	This fully online course includes two live webinars.
When offered	Summer, Fall, Spring
Start date(s)	6/24/2024; TBA; TBA
Course description	This training is intended for English as a second language (ESL) staff who are new to administering the BEST Plus 2.0. This online course will provide an overview of BEST Plus 2.0, administration and scoring procedures for BEST Plus 2.0, and interpreting BEST Plus 2.0 scores. At the end of the course, participants will complete an implementation assignment and submit the assignment to the facilitator for feedback.
Competencies	AETC: 1.1.3, 3.2.1 DLCAE: n/a IPQs: 2.1 SSCC: 3.1
Hours	PD and Act 48: 8 hours

Details	Course Information
Course name	<b>BEST Plus 2.0 Scoring Refresher</b>
Course type	Assessment
Course format and time commitment	This is an online course. Participants will view a two-part scoring refresher video while taking notes in a BEST Plus Refresher Toolkit and participate in two live webinars to address any questions they have. After participants have completed the review, they will complete a scoring activity that will be submitted for a grade; participants must receive a passing score as described by the Center for Applied Linguistics.
When offered	Fall, Spring
Start date(s)	8/20/2024; TBA
Course description	This activity is for staff who have been previously trained as BEST Plus 2.0 Test Administrators and are currently administering the test. (BEST Plus 2.0 administrators must complete an annual BEST Plus 2.0 Scoring Refresher training.) During the course, participants will review information on scoring the BEST Plus 2.0, participate in scoring practice activities, have an opportunity to discuss their questions, and complete a scoring assessment that will be evaluated. Participants need to have their BEST Plus 2.0 Test Administrator Guide available throughout the course.
Competencies	AETC: 1.1.3, 3.2.1 DLCAE: n/a IPQs: 2.1 SSCC: 3.1
Hours	PD and Act 48: 5 hours

Details	Course Information
Course name	<b>PA BEST Plus Remote Test Administration Certification</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>The purpose of this certification process is to ensure test administrators have the technology and skills to administer the BEST Plus at a distance. Participants review the BEST Plus Remote Test Administration Guidance for Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Prior to participating in this activity, participants must have completed BEST Plus Test Administrator Training or the BEST Plus Scoring Refresher in the PD Portal within the past year. If your certification to administer the BEST Plus is not current, please complete the appropriate course in the PD Portal before enrolling in this course.</li> <li>• Participants will need to ensure they have all the required software and technology needed for remote test administration before participating in this activity.</li> </ul>
Competencies	AETC: 1.1.3, 3.2.1 DLCAE: 1.3, 2.1 IPQs: 2.1 SSCC: 3.1
Hours	PD: 3 hours

Details	Course Information
Course name	<b>Early Learning Accomplishment Profile (E-LAP) and Learning Accomplishment Profile - 3rd Edition (LAP-3) Assessment Implementation</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; three hours over 30 days. Enroll within the first seven days of the month and complete by the end of the month.
When offered	Fall, Spring
Start date(s)	8/30/2024; TBA
Course description	This course is for family literacy staff who will be using the Early Learning Accomplishment Profile (E-LAP) and/or the Learning Accomplishment Profile, 3rd Edition (LAP-3) for child assessment. The course will review logistics of implementing the assessments in a variety of settings and provide participants with opportunities to practice calculating chronological age, basal score, ceiling score, and developmental age. The course will encourage participants to evaluate assessment results to share with program staff and parents and to guide classroom instruction.
Competencies	AETC: 1.3; 1.4 DLCAE: IPQs: 2.1; 2.4; 4.4 SSCC: 3.1
Hours	PD: 3 hours

Details	Course Information
Course name	<b>PA CASAS Training</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>This online training is for staff who will be administering or interpreting the CASAS assessment. It is appropriate for those who have never completed PA CASAS Training or those who need a review of administration procedures. Participants will complete training modules on the CASAS website and modules in the PD Portal with information that is specific to programs in Pennsylvania. For the final assignment of the course, participants will perform two distinct administrations of the CASAS paper-based assessment under the observation of a trained peer. This course is for practitioners who will administer paper-based CASAS assessments, CASAS eTests, or both.</p> <p><b>Please Note:</b> This training does not certify participants to administer the CASAS remotely. Participants who intend to administer the CASAS remotely must complete an additional certification process.</p>
Competencies	<p>AETC: n/a  DLCAE: 1.3, TF.5  IPQs: 2.1  SSCC: 3.1</p>
Hours	PD: 5 hours

Details	Course Information
Course name	<b>PA CASAS Remote Test Administration Certification</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>The purpose of this certification process is to ensure test administrators have the technology and skills to administer the CASAS test at a distance. Participants review the testing options and guidelines for administering the CASAS remotely in Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Prior to participating in this activity, participants must have completed PA CASAS Training in the PD Portal within the past two years. If your certification to administer CASAS eTests is not current, please complete the PA CASAS Training course in the PD Portal before enrolling in this course.</li> <li>• Participants will need to ensure that their agency has met all the requirements (agreements, technology, and software) needed to administer the CASAS eTests remotely according to the guidelines before participating in this activity.</li> </ul>
Competencies	AETC: 1.3 DLCAE: 1.3 IPQs: 2.1 SSCC: 1.3, 3.1
Hours	PD and Act 48: 3 hours



Details	Course Information
Course name	<b>PA TABE 11&amp;12 Training</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>This online training is for staff who will administer or interpret the TABE 11&amp;12 assessment. Participants will be able to identify key points of the PDE Assessment Policy, administer and score the TABE 11&amp;12 assessment, and use results to inform instruction. This course uses a combination of Data Recognition Corporation (DRC) online trainings and PA-developed, PA-specific learning activities. For the final assignment of the course, participants will perform two distinct administrations of the TABE 11&amp;12 assessment, computer-based and/or paper-based, under the observation of a trained peer.</p> <p><b>Please note:</b> This training does not certify participants to administer the TABE 11&amp;12 remotely. Participants who intend to administer the TABE 11&amp;12 remotely must complete an additional certification process.</p>
Competencies	<p>AETC: 1.1.3, 3.2.1, 3.2.2  DLCAE: 1.3, A.3, A.5  IPQs: 2.1  SSCC: 3.1</p>
Hours	PD and Act 48: 5 hours

Details	Course Information
Course name	<b>PA TABE 11&amp;12 Remote Test Administration Certification</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	<p>The purpose of this certification process is to ensure test administrators have the technology and skills to administer the TABE 11&amp;12 test at a distance. Participants review the TABE Examiner Instructions for Remote Testing in Pennsylvania and prepare for a remote test administration certification session with their facilitator where they will demonstrate the skills needed to administer the test remotely.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Prior to participating in this activity, participants must have completed PA TABE 11&amp;12 Training in the PD Portal within the past three years. If your certification to administer the TABE 11&amp;12 is not current, please complete the PA TABE 11&amp;12 Training course in the PD Portal before enrolling in this course.</li> <li>• Participants will need to ensure they have all the required software and technology needed for remote test administration before participating in this activity.</li> </ul>
Competencies	AETC: 1.3 DLCAE: 1.3 IPQs: 2.1 SSCC: 1.3, 3.1
Hours	PD and Act 48: 3 hours

Details	Course Information
Course name	<b>Using and Scoring ACIRI</b>
Course type	Assessment
Course format and time commitment	Asynchronous, online; 3.25 hours over 30 days
When offered	Fall, Spring
Start date(s)	9/30/2024; TBA
Course description	This course is for family literacy program staff who administer, score, and use the results of the ACIRI assessment for evaluating the effectiveness of parent education and interactive literacy activities (ILA). Participants will practice scoring the ACIRI assessment as they view sample videos of parents reading to their children. At the end of the course, participants will administer the ACIRI to a family within their program and submit the scoring sheet. <b>Required materials:</b> To complete the course activities, participants must have a copy of <i>Let's Read Together: Improving Literacy Outcomes with the Adult-Child Interactive Reading Inventory</i> – ISBN 1-55766-762-4.
Competencies	AETC: 1.3; 1.4 DLCAE: IPQs: 2.1; 2.4; 4.4 SSCC: 3.1
Hours	PD: 3.25 hours

## CCRS (College and Career Readiness Standards) Courses

Details	Course Information
Course name	<b>CCRS Foundations – ELA Lesson Planning</b>
Course type	CCRS
Course format and time commitment	Online course with live webinars
When offered	Fall
Start date(s)	9/16/2024
Course description	<p>This course introduces new instructors, tutors, and in-house professional development specialists to using the College and Career Readiness Standards (CCRS) - English Language Arts (ELA) to develop lesson plans. Participants will learn the organization and purpose of the standards, the key shifts in teaching when using the standards, and the benefits of using the standards to plan lessons. Participants will utilize CCRS-aligned lesson planning tools to guide them in lesson development. By the end of the course, participants will be able to create, teach, and reflect on a lesson plan that is aligned to the CCRS. Participants will meet with a coach four times during the course to review assignments, feedback, and progress in meeting the course objectives. In the final part of the course, participants will meet two more times with a coach to set a goal for continued implementation of the skills learned in the course, review their progress, and plan future action.</p> <p><b>Please note:</b> English as a second language instructors who are interested in enrolling in this course must have completed the ESL Basics course or the ESL Foundations course in the PD Portal prior to participating.</p>
Competencies	<p>AETC: 1.2, 2.2, 2.3, 4.3.            DLCAE: n/a            IPQs: 2.7, 2.11, 2.18, 4.1            SSCC: n/a</p>
Hours	PD and Act 48: 30.5

Details	Course Information
<b>Course name</b>	<b>CCRS Foundations – Math Lesson Planning</b>
Course type	CCRS
Course format and time commitment	Online course with live webinars
When offered	Spring
Start date(s)	TBA
Course description	This course introduces new instructors, tutors, and in-house professional development specialists to using the College and Career Readiness Standards (CCRS) for Mathematics to develop lesson plans. Participants will learn the organization and purpose of the standards, the key shifts in teaching when using the standards, and the benefits of using the standards to plan lessons. Participants will also learn about CCRS tools and resources that are used to guide resource alignment and lesson revision. By the end of the course, participants will be able to create a lesson plan that is aligned to the CCRS and that incorporates digital literacy and workforce skills.
Competencies	AETC: 1.2, 2.2, 2.3, 2.4, 4.1, 4.3. DLCAE: 1.1 IPQs: 2.7, 2.11, 2.18, 4.1 SSCC: n/a
Hours	PD and Act 48: 18.5 hours

Details	Course Information
<b>Course name</b>	<b>CCRS Key Shifts for English Language Arts</b>
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On demand
Course description	The College and Career Readiness Standards Key Shifts for English Language Arts module will provide information about the key shifts for English language arts (ELA) that are part of the College and Career Readiness Standards (CCRS). The key shifts for ELA describe how classroom instruction can address the depths of the standards. This module will explain each key shift as well as illustrate how they apply to the classroom. This module is appropriate for practitioners considering how to implement the CCRS ELA standards in instruction. <b>Recommended prerequisites:</b> It is recommended that participants become familiar with the College and Career Readiness ELA content standards and/or complete Staff Induction Module: CCRS Overview – English Language Arts (ELA) before taking this module.

Competencies	AETC: 2.2, 2.3, 4.3 DLCAE: n/a IPQs: n/a SSCC: n/a
Hours	PD: 1 hour

Details	Course Information
Course name	<b>CCRS Key Shifts for Mathematics</b>
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On demand
Course description	<p>The College and Career Readiness Standards Key Shifts for Mathematics module will provide information about the key shifts for math that are part of the College and Career Readiness Standards. The key shifts for math describe how classroom instruction can address the depths of the standards. This module will explain the key shifts and illustrate how they apply to the classroom. This module is appropriate for practitioners considering how to implement the CCRS math standards in instruction.</p> <p><b>Recommended prerequisites:</b> It is recommended that participants become familiar with the College and Career Readiness math content standards and/or complete Staff Induction Module: CCRS Overview – Math before taking this module.</p>
Competencies	AETC:2.2, 4.3 DLCAE: n/a IPQs: n/a SSCC: n/a
Hours	PD: 1 hour

Details	Course Information
Course name	<b>CCR Standards for Mathematical Practice</b>
Course type	CCRS
Course format and time commitment	Asynchronous module
When offered	On demand
Course description	<p>This module will introduce the College and Career Readiness (CCR) Standards for Mathematical Practice and explain how they support students in learning and applying math. For each math practice, participants will learn what students do when applying the practice and what types of learning activities support the practice. This module is appropriate for practitioners considering how to implement the math practices in instruction.</p> <p><b>Recommended prerequisites:</b> It is recommended that participants become familiar with the College and Career Readiness math content standards and/or complete Staff Induction Module: CCRS Overview – Math before taking this module.</p>
Competencies	AETC: 2.2, 2.3, 4.3 DLCAE: n/a IPQs: n/a SSCC: n/a
Hours	PD: 1 hour

## Data Courses

Details	Course Information
Course name	<b>Improving Your Agency's Data Quality and Processes</b>
Course type	Data
Course format and time commitment	Asynchronous, online with one coaching meeting with the facilitator; 60 days
When offered	On demand
Start date(s)	Enroll anytime and have 60 days from enrollment to complete the course.
Course description	This course supports agencies' work to improve their data quality. Agency teams will work through the training together and should include an agency leader who can enact change at the agency (such as the administrator, an assistant director, or a coordinator) and one person who is familiar with all aspects of the agency's data entry process (such as the data quality specialist). Other agency staff can also choose to participate. Agency teams complete online course activities and assignments leading to the development of an action plan where they identify at least two changes that will improve their agency's data quality. Agency teams will then meet with the facilitator for a coaching meeting to discuss any support they need for implementing their plan.
Competencies	AETC: 4.4 DLCAE: 2.1 IPQs: 1.19, 1.20 SSCC: 1.3(b), 1.14
Act 48 hours	12



<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Introduction to eData v2 for Adult Education</b>
Course type	Data
Course format and time commitment	This is an online course which is offered over a two-week span. It includes three mandatory, synchronous webinars.
When offered	Fall, Winter, Spring
Start date(s)	9/9/24; 10/8/24; 11/12/24; 12/9/24; 1/14/25; 3/3/25; 3/3/25; 4/8/25
Course description	This online course provides a basic introduction to the eData system and is required for all data entry staff and new data quality specialists, and it is available to other staff members who collect data or who track data in the eData system. This course will cover data entry for adult basic education services (061 and 064 contracts). If you also need to learn data entry for family literacy services (054), please register for the Introduction to eData for Family Literacy in addition to this course.
Competencies	AETC: n/a DLCAE: n/a IPQs: 1.20 SSCC: 3.1
Act 48 hours	no

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Introduction to eData v2 for Family Literacy</b>
Course type	Data
Course format and time commitment	This is an online course, which is offered over one week. It includes two mandatory, synchronous webinars.
When offered	Fall, Winter, Spring
Start date(s)	9/16/24; 10/15/24; 11/19/24; 12/16/24; 1/21/25; 2/10/25; 3/10/25; 4/15/25
Course description	This online course provides a basic introduction to the specifics of family literacy data entry in the eData system. This course will cover data entry for family literacy services (054 contracts). If you are new to eData and need to learn data entry into this system, please register for the Introduction to eData in addition to this course.
Competencies	AETC: n/a DLCAE: n/a IPQs: 1.20 SSCC: 3.1
Act 48 hours	no

## Digital Literacy and Distance Education Courses

Details	Course Information
Course name	<b>Distance Learning Community of Practice</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	This is an open community of practice. Participants who do not plan to earn professional development credit may choose to join any webinars that are relevant to their practice. Individuals who plan to earn professional development credit should enroll in the course in the PD Portal, attend all five webinars, participate in the discussion forum activities associated with each webinar, and complete the course evaluation.
When offered	Year-long
Start date(s)	N/A
Course description	This community of practice will give participants the opportunity to explore topics related to distance learning. Each webinar will include a mix of presented material and participant discussion. A discussion forum and resources shared in the PD Portal will allow further exploration of the topics. The intended audience for the community of practice includes: <ul style="list-style-type: none"> <li>• Instructors teaching HyFlex, hybrid, blended, or remote classes.</li> <li>• Student support coordinators working with students in any of the above classes.</li> <li>• Digital literacy specialists.</li> <li>• Other staff who find the topics relevant to their work.</li> </ul>
Competencies	AETC: 2.4, 4.2 DLCAE: 2.2 IPQs: 2.17 SSCC: 1.4b, 1.14
Hours	PD and Act 48: 8 hours

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Google Applied Digital Skills</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	Asynchronous, online
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete.
Course description	This activity is designed for adult education instructors, tutors, and staff who are interested in using Google tools to enhance their practice and improve their digital literacy skills. Practitioners choose one or more Google Applied Digital Skills lessons that relate to their own work, complete the lessons, apply what they learned, and reflect on how their new skills changed their practice. After successfully completing these activities, participants will be awarded professional development hours.
Competencies	AETC: 2.4, 4.1 DLCAE: 1.1, 1.2, 1.3, 3.1 IPQs: 2.10, 2.14, 2.15, 2.17 SSCC: 1.3, 1.5, 3.9
Hours	PD and Act 48: Varies

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Improving Distance Learning Instruction</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	Online, asynchronous course
When offered	Winter
Start date(s)	1/6/2025
Course description	By the end of this course, participants will learn ways they can improve their instruction for distance learning by focusing on how they communicate with students, using mobile-friendly resources, and selecting distance resources. Participants will finish the course with a concrete plan for solving a teaching/learning problem encountered at their agencies.
Competencies	AETC: 2.3, 3.1, 4.3, 4.4 DLCAE: 1.1, 1.2, 1.3 IPQs: 2.14, 2.17 SSCC: 3.9
Hours	PD and Act 48: 16 hours

Details	Course Information
Course name	<b>Improving Real-Time Remote Instruction</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	Online course with two live webinars
When offered	Winter
Start date(s)	1/13/2025
Course description	<p>This professional learning opportunity helps adult educators to improve the quality of their real-time remote instruction. Through activities that encourage careful planning, peer and facilitator feedback, and thoughtful selection of technology tools, participants can expect to finish this course with stronger technical fluency and a better sense of how to use real-time remote instruction to engage students and enhance or extend their learning.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Participants must be familiar with lesson-planning concepts before participating in this course. Completion of the following Staff Induction Modules is recommended: <ul style="list-style-type: none"> <li>○ Introduction to Standards-Aligned Lesson Planning.</li> <li>○ Writing Lesson Objectives.</li> </ul> </li> <li>• Before participating in this course, participants should have taught at least one real-time remote learning class.</li> </ul>
Competencies	AETC: 1.2, 2.2, 2.4, 4.3 DLCAE: 1.1, 1.2, IPQs: 2.11, 2.14, 2.17 SSCC: N/A
Hours	PD and Act 48: 13.5 hours

Details	Course Information
Course name	<b>Intake and Orientation for Distance Learning</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	Online, asynchronous course over four weeks with a facilitator follow-up meeting two weeks after the final action plan assignment
When offered	Fall
Start date(s)	9/9/2024
Course description	In this course, participants will learn best practices for screening and orienting distance learners. They will also evaluate and identify opportunities in their agency's current intake and orientation processes and develop an action plan to address challenges. Agencies that are interested in enrolling multiple participants will have the opportunity to work through the course as a team.
Competencies	AETC: 1.3, 2.2, 2.4, 4.3 DLCAE: 1.2, 2.2 IPQs: 1.2, 2.6, 2.7, 2.17 SSCC: 1.3, 1.5, 3.9
Hours	PD and Act 48: 11 hours

Details	Course Information
Course name	<b>Using a Learning Management System (LMS) to Support Learning</b>
Course type	Digital Literacy and Distance Education
Course format and time commitment	Online course with two live webinars
When offered	Winter
Start date(s)	9/9/2024
Course description	<p>Participants will learn best practices for using an LMS to provide engaging learning opportunities and to build a sense of community among learners. They will write a lesson plan that will include asynchronous content that will be loaded to an LMS of their choice or created within it. Participants will then have the opportunity to review a peer's lesson and engage as students and instructors in the LMS or pilot the lesson with their program's learners or staff. There will also be opportunities to network and share ideas and tips on using an LMS during two webinars and in the course discussion forums.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Participants must be familiar with lesson-planning concepts before participating in this course. Completion of the following Staff Induction Modules is recommended: <ul style="list-style-type: none"> <li>○ Introduction to Standards-Aligned Lesson Planning.</li> <li>○ Writing Lesson Objectives.</li> </ul> </li> <li>• Participants need to have adequate technology skills to use online curricular resources, including general familiarity with word-processing software.</li> </ul>
Competencies	AETC: 2.1, 2.4 DLCAE: 1.1, 1.2, 1.3, 2.2 IPQs: 2.10, 2.14, 2.17 SSCC: 1.3, 1.5, 3.9
Hours	PD and Act 48: 18 hours

## ESL Courses

Details	Course Information
Course Name	<b>English Language Proficiency Standards Overview</b>
Course type	ESL
Course format and time commitment	Asynchronous module
When offered	On demand
Course description	<p>The English Language Proficiency Standards (ELPS) Overview module introduces participants to the structure and layout of the ELPS, including the level descriptors and language domains. The module provides an introduction to View One of the standards (ELPS). Participants learn the benefits of using the ELPS and how the standards apply to lesson planning and teaching English as a second language to adult learners.</p> <p><b>Suggested prerequisite:</b> It is recommended that participants become familiar with the CCR ELA content standards and/or complete Staff Induction Module: CCRS Overview – English Language Arts (ELA) before taking this module.</p>
Competencies	<p>AETC: 1.1, 2.2, 2.5, 4.1.            DLCAE: n/a            IPQs: 2.18            SSCC: n/a</p>
Hours	PD: 1 hour

Details	Course Information
Course name	<b>ESL Foundations: Classroom Applications for Language Instruction Principles and Theories</b>
Course type	ESL
Course format and time commitment	Online course with four live webinars and two meetings with a course coach
When offered	Fall, Spring
Start date(s)	9/19/2024; TBA
Course description	<p>This course is designed for current English as a second language (ESL) teachers. Building on four units from a course on the LINCS website, ESL Foundations will help teachers to better understand and provide instruction that meets the unique needs of the adult English language learners (ELLs) in their classrooms. Participants will complete independent work that will introduce them to concepts and theories related to adult language learners and second language acquisition, while the follow-up webinars will provide opportunities for participants to practice applying concepts in a controlled environment. As the culminating assignment in the course, teachers will design, teach, and evaluate a lesson activity that incorporates relevant and appropriate activities for adult ELLs based on theories of second language acquisition and ESL methodology research.</p> <p><b>Prerequisite:</b> To participate in this course, participants must currently be teaching an ESL class.</p>
Competencies	<p>AETC: 2.1, 2.2, 2.3, 4.3  DLCAE: n/a  IPQs: 2.15, 2.18  SSCC: 3.4</p>
Hours	PD and Act 48: 16 hours



Details	Course Information
Course name	<b>Reading Instruction Strategies for Beginning ELLs</b>
Course type	ESL
Course format and time commitment	This is an online course offered over the span of one month and includes a meeting with a course coach.
When offered	Spring
Start date(s)	TBA
Course description	<p>This course is designed for current English as a second language (ESL) instructors serving English language learners (ELLs) who are emerging readers. The course is designed to help instructors identify and understand the needs and experiences of ESL emergent readers (individuals with little to no literacy skills in any language). Instructors will also learn and utilize strategies and best practices that tailor instruction to maximize the achievement of ESL emergent readers. Participants will complete learning modules, then apply their new knowledge with the support of a coach by creating and implementing a lesson plan that addresses the needs of their ESL emergent readers.</p> <p><b>Course prerequisites:</b> Prior to participating in this course, participants need at least one of the following: 1) to have completed the ESL Basics course in the PD Portal, or 2) to have a certificate or degree in TESOL or a related field.</p>
Competencies	<p>AETC: 1.1, 1.3, 2.1, 2.2, 2.3, 4.1  DLCAE: 1.2  IPQs: 2.15, 2.18  SSCC: 1.9</p>
Hours	PD and Act 48: 9 hours

Details	Course Information
Course name	<b>Working With English Language Learners: The Role of Formative Assessment</b>
Course type	ESL
Course format and time commitment	This is an online course offered over the span of one month and includes a meeting with a course coach.
When offered	Spring
Start date(s)	TBA
Course description	<p>This course is for current English as a second language (ESL) instructors or adult basic education (ABE) instructors with English language learners (ELLs) in their classrooms. The course is designed to help instructors expand their understanding of formative assessments and learn strategies and techniques for designing assessments, assessing students' oral and print language skills, providing meaningful error correction, and giving feedback that meets the needs of their English language learners. Participants will complete learning modules, then apply their new knowledge with the support of a coach by designing and implementing formative assessments, either virtually or in person, for their English language learners.</p> <p><b>Course prerequisites:</b> Prior to participating in this course, participants need at least one of the following: 1) to have completed the ESL Basics course in the PD Portal, and/or 2) to have a certificate or degree in TESOL or a related field, and/or 3) to have more than three years' experience teaching English language learners in an adult education setting.</p>
Competencies	<p>AETC: 1.1, 1.3, 1.4, 2.2, 2.3, 3.1  DLCAE: 1.2  IPQs: 2.3, 2.5, 2.18  SSCC: n/a</p>
Hours	PD and Act 48: 8

## Family Literacy Courses

Details	Course Information
Course name	<b>Family Literacy Foundations</b>
Course type	Family Literacy
Course format and time commitment	This nine-week online course includes five live webinars and asynchronous activities to complete each week.
When offered	Fall, Winter
Start date(s)	9/30/2024; TBA
Course description	<p>This course is for instructors new to family literacy programming or experienced instructors who wish to refresh their skills. The course provides an explanation of the components of a family literacy program, including the purpose of each and how each relates to an integrated family literacy program. The course will focus on the importance of and strategies for integrating the four components into lesson planning. The course will introduce participants to key resources and planning tools that they will use throughout the course to develop an integrated lesson plan. Participants will be expected to write and then to teach lesson plans that they create through course assignments. During a series of five webinars and an independent activity, the course facilitator and coaches will provide support.</p> <p><b>Course prerequisite:</b> Prior to participating in the first webinar of the course, participants need to complete Staff Induction Module: Family Literacy Overview in the PD Portal.</p>
Competencies	<p>AETC: 1.2, 1.4, 2.1, 2.2, 3.4, 4.1, 4.3.1.2, 1.4, 2.1, 2.2, 3.4, 4.1, 4.3.</p> <p>DLCAE:</p> <p>IPQs: 1.1; 1.4; 2.4; 2.7; 2.11; 2.12; 2.13; 2.16</p> <p>SSCC: n/a</p>
Hours	PD and Act 48: 13.75 hours

## Staff Induction

Details	Course Information
Course name	<b>Staff Induction Verification Course</b>
Course type	Staff Induction
Course format and time commitment	Online course available on demand throughout the program year. New staff enroll and submit the required form to verify completion of the staff induction process. A facilitator is available to answer questions.
When offered	Available on demand
Start date(s)	Enroll in the course July 1, 2024 – June 30, 2025
Course description	The purpose of the Staff Induction Verification Course is to document required agency onboarding for new staff in Pennsylvania Department of Education, Division of Adult Education–funded agencies. After completing the first four steps of the staff induction onboarding process, <b>the new staff person enrolls in the course</b> and does the following: 1) Downloads the Staff Induction Verification Form from the course; 2) Completes the form and has it verified and signed by the agency administrator; 3) Scans and uploads the completed, signed form to the course. See the Staff Induction Implementation Guide in the Agency PD Team course for additional information about the Staff Induction process.
Competencies	AETC: DLCAE: IPQs: 1.8; 1.9 SSCC: 1.6
Act 48 hours	no

Details	Course Information
Course name	<b>Staff Induction Modules</b>
Course type	Staff Induction
Course format and time commitment	Asynchronous modules each take approximately one hour to complete.
When offered	On demand
Course description	<p>The Staff Induction Modules are a series of modules for new agency staff members as part of a customizable onboarding process. Agency administrators and the in-house professional development specialist can work with new staff members to identify appropriate modules to build job-specific knowledge. These modules are designed to supplement, not replace, agencies' own on-boarding procedures. All modules include an end-of-module quiz that requires an 80% passing score. Existing staff may also enroll in Staff Induction Modules of interest.</p> <p><b>The modules currently available include:</b></p> <ul style="list-style-type: none"> <li>• College and Career Readiness Standards Overview – English Language Arts (ELA)</li> <li>• College and Career Readiness Standards Overview – Math</li> <li>• Family Literacy Overview</li> <li>• Introduction to Digital Literacy</li> <li>• Introduction to Standards-Aligned Lesson Planning</li> <li>• Introduction to Supplemental Distance Learning</li> <li>• Introduction to Teaching English as Second Language (ESL)</li> <li>• Introduction to the Workforce Innovation and Opportunity Act (WIOA)</li> <li>• Quality Data Flow: Processes and Roles</li> <li>• Student Intake/Orientation Overview</li> <li>• Student Support Services Overview</li> <li>• Teaching Adult Learners</li> <li>• Using Assessment to Inform Instruction</li> <li>• Using Assessments to Determine Measurable Skill Gains</li> <li>• Using the Adult Education Teacher Competencies</li> <li>• Using the Classroom Toolkit</li> <li>• Working in a Professional Learning Community</li> <li>• Writing Lesson Objective</li> </ul>
AETC	See course descriptions in the PD Portal catalog for the list of Adult Education Teacher Competencies addressed.
Act 48 hours	no

## Student Support Coordinator Courses

Details	Course Information
Course name	<b>Career Coaching for Student Support Coordinators</b>
Course type	Student Support
Course format and time commitment	On-demand course with one virtual meeting. After completing all assignments, participants will meet with the facilitator to reflect on the implementation of their career coaching toolkit and identify any areas for continued development or support.
When offered	On demand starting January 2025
Start date(s)	TBD
Course description	<p>This course is designed for new or experienced student support coordinators who want to learn more about techniques and strategies that support career coaching with adult learners. Participants will have the opportunity to explore evidence-based career coaching materials, interact with other student support coordinators to discuss effective career coaching strategies and techniques, and create a personalized career coaching toolkit.</p> <p><b>Course prerequisite:</b> In order to participate in this course, participants need to have completed the Student Support Coordinator Basics course in the PD Portal.</p>
Competencies	<p>AETC: 2.5            DLCAE: n/a            IPQs: 3.1            SSCC: 1.1, 1.2, 1.7, 1.12, 2.7, 3.2</p>
Act 48 hours	15

Details	Course Information
Course name	<b>Goal Setting Basics with English Language Learners</b>
Course type	Student Support
Course format and time commitment	On-demand course with one virtual meeting. After completing all assignments, participants will meet with the facilitator to reflect on the course resources and discuss what strategies they will integrate into their practice of supporting English language learners with goal setting.
When offered	Quarterly (4 times a year)
Start date(s)	11/4/2024
Course description	This course is designed for any adult education practitioner who wants to learn more about supporting English language learners (ELLs) with developing academic and career goals. Participants will have the opportunity to build upon their knowledge of effective goal setting with adult learners by exploring strategies that help ELLs identify their goals even when they have limited English proficiency. By the end of the course, participants will have evidence-based resources and tools that will support effective goal setting with ELLs. <b>Course prerequisite:</b> N/A
Competencies	AETC: 3.3, 3.4, 4.1, 4.3 DLCAE: n/a IPQs: 1.1, 1.8, 1.9, 1.12, 2.2, 2.17, 2.18 SSCC: 1.1, 1.3.b, 1.7, 1.10, 2.1, 2.3, 2.6, 2.9
Act 48 hours	5.5

Details	Course Information
Course name	<b>Student Support Coordinator Basics</b>
Course type	Student Support
Course format and time commitment	Online course with live webinars. After completing all assignments, participants will meet with the facilitator to develop a plan for implementing what they learned. Participants will meet again with the facilitator for coaching meetings three weeks and three months after setting their goals for implementation.
When offered	Fall, Spring
Start date(s)	9/16/2024; February 2025
Course description	This course is designed for new student support coordinators or other student support coordinators who want to learn more about making student goal plans and working with partners to establish supportive services. This course introduces participants to the foundations of student support in adult education with a focus on using a student-centered approach to goal setting and identifying and addressing potential barriers to student success. It includes two webinars with assignments following each webinar, including postings to discussion forums. Participants will review the SMART goal-setting process and explore several approaches for assisting students to develop SMART goal plans. Participants will learn how to use those identified goals to help students recognize and develop action steps to overcome identified barriers. Participants will review the types of barriers commonly identified by adult education students and learn how to locate resources that may be helpful for addressing those types of barriers. Participants will also explore the benefits of using student goal plans and other resources to gather data and monitor student progress toward goal attainment.
Competencies	AETC: 2.1, 3.3 DLCAE: n/a IPQs: 1. 2, 3.1, 3.3 SSCC: 1.3, 1.4, 1.5, 1.10, 1.12, 2.1, 2.2, 2.5, 2.6, 2.7, 3.2, 3.3, 3.9, 3.13
Act 48 hours	15



Details	Course Information
Course name	<b>Student Support Coordinator Forum</b>
Course type	Student Support
Course format and time commitment	Blended course over six months with an introductory webinar, online activities, and <b>one required in-person forum event</b> . The course facilitator will meet virtually with each participant after the forum event and offer optional customized technical assistance to support the implementation of student support strategies.
When offered	January-June 2025
Start date(s)	January 2025
Course description	This professional development activity will provide student support coordinators (SSCs) with an opportunity to review research-based materials focused on engaging and retaining adult learners in educational programming. Participants will examine materials and identify strategies that they would like to implement while supporting student recruitment, enrollment, retention, and/or transition. As a job-embedded activity, SSCs will implement at least one strategy, collect qualitative data during implementation, and reflect on how that strategy did or did not benefit adult learners in the adult education program. The culminating activity will consist of course participants creating a display to share at a face-to-face forum event. Participants are required to attend the in-person forum where they will do a gallery walk to view other participants' displays. The course facilitator will meet one-on-one with each participant after the forum event to discuss additional strategies that could be implemented based on what was learned from peers at the forum. After the one-on-one meeting, optional customized technical assistance will be offered to all course participants to support the implementation of student support strategies.
Competencies	AETC: 4.2, 4.4 DLCAE: n/a IPQs: 1. 2, 3.1, 3.3 SSCC: 1.4a, 1.5, 1.8, 2.9, 3.2, 3.8, 3.12
Act 48 hours	15.5

Details	Course Information
<b>Course name</b>	<b>Supporting Adult Learner Transition to Postsecondary Education and Training</b>
Course type	Student Support
Course format and time commitment	This is an on-demand course that is offered over a span of eight weeks. During the course, participants create a plan where they identify at least one external agency with whom they will develop a relationship to support their students in transitioning to a postsecondary education or training program. The course facilitator/coach meets with each participant to help them identify and address any challenges to plan implementation.
When offered	On demand starting January 2025
Start date(s)	TBD
Course description	<p>This online course is intended for adult education student support coordinators/career coaches or instructors who provide support services to students with a goal of transitioning to postsecondary education or training programs. Participants will explore how motivational interviewing, different career advising styles, and appropriate partnerships can be used to help adults become college and career ready. For the culminating activity, participants will develop a plan for how they will build relationships with partners and use resources to support adult learners in becoming college and career ready.</p> <p><b>Recommended course prerequisites:</b> Three to six months of experience either as a student support coordinator or currently engaging in case management activities/services with students; completion of Student Support Coordinator Basics course.</p>
Competencies	<p>AETC: 1.1, 3.1, 3.3, 4.3, 4.4  DLCAE: n/a  IPQs: 1.2, 3.1  SSCC: 1.1, 1.3b, 1.4b, 1.7, 1.12, 2.1, 2.4, 2.7, 3.1, 3.2</p>
Act 48 hours	9.5

Details	Course Information
Course name	<b>Supporting Adult Learner Transition to Employment</b>
Course type	Student Support
Course format and time commitment	This is an on-demand course that is offered over a span of six weeks. For the final assignment of the course, participants will develop a plan that will support students' transitions to employment and meet with an employment partner identified in the plan. After implementing their plan for three weeks, participants will meet with a course facilitator to evaluate the impact of their plan and identify areas of progress and challenge.
When offered	On demand starting January 2025
Start date(s)	TBD
Course description	This online course is intended for adult education student support coordinators/career coaches or instructors who provide support services to students with a goal of transitioning to employment. Participants will use their workforce development area local plan and workforce partner resources to help adult learners explore and pursue employment that aligns to local career pathway initiatives. For the culminating activity, participants will develop one new relationship with an external agency that will support student transitions to employment. <b>Recommended course prerequisites:</b> Three to six months of experience either as a student support coordinator or currently engaging in case management activities/services with students; completion of Student Support Coordinator Basics course.
Competencies	AETC: 1.1, 3.1, 3.3, 4.3, 4.4 DLCAE: n/a IPQs: 1.2, 3.1 SSCC: 1.1, 1.3b, 1.4b, 1.7, 1.12, 2.1, 2.4, 2.8, 3.1, 3.2
Act 48 hours	12

## Topics in Adult Education

Details	Course Information
Course name	<b>Asset-Based and Inclusive Practices for the Adult Education Classroom</b>
Course type	Topics in Adult Education
Course format and time commitment	45-day online course with asynchronous activities and a meeting with a course coach
When offered	Spring
Start date(s)	TBA
Course description	This course is for practitioners who are interested in creating a more welcoming environment for learners in their programs. The course is designed to provide reasoning and resources to support agencies in using asset-based and inclusive practices in their classrooms and support services. It includes one learning module and individualized coaching to support participants in developing an action plan to incorporate asset-based and inclusive approaches into their own practice.
Competencies	AETC: 3.4, 4.2., 4.4. DLCAE: n/a IPQs: 2.18 SSCC: 1.10, 3.2, 3.3
Hours	PD: 4 Act 48: 4

Details	Course Information
Course name	<b>Advancing Equity in Adult Education</b>
Course type	Topics in Adult Education
Course format and time commitment	Online course with live webinars
When offered	Spring
Start date(s)	TBA
Course description	Advancing Equity in Adult Education brings together adult education practitioners to develop common language for advancing equity, explore the concept of leading with racial equity, and operationalize changes in our work that advance equity for students enrolled in adult education programs. We all have the opportunity to impact student success, regardless of our roles and spheres of influence, and this training has resources for all. This online course will include both synchronous and asynchronous activities.
Competencies	AETC: 2.1, 3.4, 4.2, 4.4. DLCAE: IPQs: 2.18 SSCC: 3.2, 3.4, 3.6, 3.9
Hours	PD: 15 Act 48: 15

Details	Course Information
<b>Course name</b>	<b>Trauma-Informed Instructional Practices for Adult Educators</b>
Course type	Topics in Adult Education
Course format and time commitment	Asynchronous online; 45 days
When offered	On demand
Start date(s)	Enroll anytime and have 45 days from enrollment to complete the course.
Course description	This course offers participants a general overview of the topic of trauma in the adult education classroom. The course is appropriate for program administrators and coordinators, instructors, student support coordinators, tutor coordinators, or any student-facing staff interested in deepening their understanding of trauma-informed practice and incorporating it more intentionally into their programs and classrooms. Participants will complete a learning module about the importance of trauma-informed instruction, how trauma-informed instruction supports standards-aligned instruction and skill gains, and how it relates to equity in programs. Participants will then choose two trauma-informed best practices they would like to implement in their professional context.
Competencies	AETC:2.1, 2.2, 2.3, 2.5, 3.1, 4.3. DLCAE: N/A IPQs: 1.1, 2.18 SSCC: 3.2, 3.3, 3.4, 3.5, 3.6
Hours	PD: 3 Act 48: 3

## Topics in Instruction

Details	Course Information
Course name	<b>Evidence-Based Reading Strategies</b>
Course type	Instructional
Course format and time commitment	Online course with live webinars and individualized coaching meetings
When offered	Spring
Start date(s)	TBA
Course description	<p>This course will focus on evidence-based instructional strategies for teaching reading to beginning, intermediate, and advanced-level ABE learners. Participants will learn how to assess learners in the four components of reading and plan evidence-based lessons and activities that are aligned to the College and Career Readiness Standards (CCRS) and address specific learner needs. Participants will also learn how to monitor student progress through formative assessment. For the final course assignment, participants will create an action plan for implementing the skills learned in the course into their regular teaching practice. Individual coaching will be integrated throughout the course.</p> <p><b>Recommended course prerequisites:</b> Participants should be familiar with the CCRS and may want to complete the Staff Induction Module: College and Career Readiness Standards Overview – English Language Arts before participating in this course.</p>
Competencies	<p>AETC: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 4.1, 4.3.            DLCAE: 1.3            IPQs: 1.1, 2.3, 2.7, 2.10, 2.15, 2.18            SSCC: N/A</p>
Hours	<p>PD: 20            Act 48: 20</p>

Details	Course Information
Course name	<b>Strategies for Working with Students with Learning Differences</b>
Course type	Instructional
Course format and time commitment	Online course with live webinars
When offered	Spring
Start date(s)	TBA
Course description	This course is designed for adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL) instructors and aides who would like an introduction to integrating adaptive techniques into lesson planning and classroom culture in order to support students with learning differences. The content is also applicable to tutor coordinators and volunteer tutors. The course will describe different types of learning differences, how to identify patterns that may indicate a learning difference, and tools and strategies that can be used to address learning differences when working with adult learners. Participants will learn ways to incorporate multiple modalities and differentiated instruction into their practice by adapting pre-existing lessons and activities and creating a project-based activity.
Competencies	AETC: 2.1, 2.3, 2.4, 4.1 DLCAE: IPQs: 1.1; 2.3; 2.17 SSCC: 3.1, 2.5
Act 48 hours	13.5



Details	Course Information
Course name	<b>Teaching With Illustrative Mathematics® Lessons</b>
Course type	Instructional
Course format and time commitment	Asynchronous online with two required coaching meetings with the course facilitator; 75 days
When offered	On demand
Start date(s)	Enroll anytime and have 75 days from enrollment to complete the course.
Course description	The Illustrative Mathematics (IM)® curriculum has lesson plans, teacher resources, and student materials for key math skills adult learners need. Participants will learn how to find IM lessons that meet their learners' needs and College and Career Readiness Standards levels. With support from a coach, participants will then teach at least five IM® lessons with learners and reflect on teaching with the lessons. The course includes two coach meetings where participants can ask questions and receive support for using the IM® curriculum with learners. A third optional coach meeting is also available.
Competencies	AETC: 2.1, 2.3, 2.4, 4.1 DLCAE: TF.5 IPQs: 2.10, 2.11, 2.18 SSCC: n/a
Hours	PD: 5 / 6 hours with third optional coaching meeting Act 48: 5 / 6 hours with third optional coaching meeting

## Tutor Coordinator Courses

Details	Course Information
Course name	<b>Tutor Coordinator Basics</b>
Course type	Tutor Coordinator
Course format and time commitment	Online course with live webinars and at least one live coaching session with the facilitator
When offered	Fall, Winter
Start date(s)	9/11/2024; TBA
Course description	This course will provide tutor coordinators with a comprehensive introduction to their role, including recruitment and screening of volunteer tutors and classroom aides, providing orientation and training to volunteers, matching volunteers with students, and planning ways to retain tutors and classroom aides. The course is appropriate for tutor coordinators who are new to their position and those who need a review, as well as staff who manage classroom aides in adult education classrooms. Throughout the course, participants will develop and/or revise a volunteer management plan that will guide their program's tutoring and classroom aide programs. The course requires participants to examine the guidelines and policies around tutoring and classroom aides and consider how these can be applied in their programs.
Competencies	AETC: 2.2, 3.1, 4.1, 4.2, 4.3 DLCAE: 2.1, 2.2 IPQs: 1.2, 1.9, 1.20, 2.2, 2.11, 2.17, 3.4, 4.8 SSCC: 1.4b, 1.8, 1.14, 2.2
Hours	PD: 20.5 Act 48: 20.5

## Tutor Training Modules

Details	Course Information
Course name	<b>Tutor Training Modules</b>
Course type	Staff Induction
Course format and time commitment	Asynchronous module
When offered	On demand
Course description	<p>Tutor training modules are designed to support agency tutors and classroom aides. These modules include the foundational skills needed by volunteers working in adult education programs. The modules serve as a component of volunteer tutor and classroom aide training.</p> <p>The modules include:</p> <ul style="list-style-type: none"> <li>• Tutoring Routines</li> <li>• Teaching Adults</li> <li>• Teaching Adult Basic Education (ABE)</li> <li>• Teaching English as a Second Language (ESL)</li> <li>• Lesson Planning</li> <li>• Using Textbooks and Authentic Materials</li> <li>• Preparing Students for the High School Equivalency Exams</li> <li>• Teaching Strategies</li> <li>• Learning Differences</li> </ul>
AETC	See course descriptions in the PD Portal catalog for the list of Adult Education Teacher Competencies addressed.
Act 48 hours	no

## Workforce Courses

Details	Course Information
Course name	<b>Integrated Education and Training (IET) Development Series</b>
Course type	Workforce
Course format and time commitment	Agency teams attend live webinars, complete activities between webinars, and receive support during customized monthly meetings with a coach. The spring session will be offered on demand with options for face-to-face meetings.
When offered	Available on demand starting in late 2024
Start date(s)	Fall 2024
Course description	<p>This on-demand training and technical assistance series prepares adult education agencies to design an Integrated Education and Training (IET) program that addresses the needs of learners, partners, and the agency. Participants will learn the required components of an IET program, understand the steps for developing an IET program, assess their capacity for developing an IET, and develop an action plan for next steps.</p> <p>Facilitators will provide virtual and face-to-face coaching throughout the course. As the culminating activity of the training, participants will develop an action plan that identifies their next steps, which may include IET implementation. After the course ends, technical assistance will be available to agencies that are planning to develop an IET or that want to continue to explore their capacity to develop an IET.</p>
Competencies	AETC: 4.4 DLCAE: N/A IPQs: 1.13, 3.1 SSCC: 1.12, 2.7
Act 48 hours	22

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Introduction to Integrated Education and Training</b>
Course type	Workforce
Course format and time commitment	Approximately one-hour module available on demand
Course description	This module will introduce participants to Integrated Education and Training (IET) as described in the Workforce Innovation and Opportunity Act. Participants will learn the required components of an IET and how an IET program can benefit students and programs. The module will introduce resources to identify local labor market information which can be used when planning an IET program. Participants will also learn how integration between the components occurs and how that leads to a single set of learning objectives. The module will provide information regarding required and suggested IET partners and how adult basic education agencies can use resources to plan their IET programs.
Competencies	AETC: 4.4 DLCAE: N/A IPQs: N/A SSCC: N/A
Act 48 hours	no

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Introduction to Workforce Preparation Skills</b>
Course type	Workforce
Course format and time commitment	Includes asynchronous online activities, a job-embedded assignment, and an online meeting with the facilitator; 4.5 hours over 30 days
When offered	On demand
Start date(s)	Enroll anytime and have 30 days from enrollment to complete the course.
Course description	This course provides adult education practitioners with an introduction to Workforce Preparation Skills (Transferable Skills and Digital Literacy Skills) included in the PA Foundation Skills. Participants will examine how skills, competencies, indicators, and tasks align to everyday responsibilities at home, in the community, and in the workplace. The course includes a job-embedded activity in which the adult education practitioner will work with an adult learner to determine at least four Workforce Preparation Skills the learner would like to improve. The course is appropriate for student support coordinators, instructors, and other adult education staff who support adults in identifying and meeting their educational and career goals.
Competencies	AETC: 1.2, 2.1, 2.5 DLCAE: 1.2.2, 2.2.1, 3.1.2, 3.2 IPQs: 2.3 SSCC: 1.1, 1.3a, 1.6, 2.8
Act 48 hours	4.5

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Reentry Resources and Best Practices for Working with Offenders</b>
Course type	Workforce
Course format and time commitment	The online version of this training includes three live webinars held over four weeks and will be offered during the fall. A face-to-face, one-day training will be offered in the spring.
When offered	Fall, Spring
Start date(s)	October 3, 2024
Course description	This course provides adult education practitioners, student support coordinators, prison partner staff, and workforce system partner staff with an overview of evidence-based reentry resources and best practices for working with offenders and reentrants. Through small group activities during the training, and collaboration with community partners after the training, participants will be better equipped to provide services to offenders and reentrants that align to the Local Workforce Development Area Plan initiatives, reduce recidivism, and increase successful transitions to self-sufficient employment. Participants are encouraged to participate with someone from a partner agency (PA CareerLink® staff, parole/probation staff, mental health program staff, and staff from related agencies) who works collaboratively with adult education staff to provide services to offenders and/or reentrants. Participants will be expected to complete an action plan on how they will implement material from the training.
Competencies	AETC: 4.2, 4.4 DLCAE: N/A IPQs: 3.1, 3.3 SSCC: 2.1, 2.3, 3.1, 3.2
Act 48 hours	6.5

**Workforce Staffing Training Courses (these courses are located on <https://www.workforcestafftraining.com/>)**

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Collaborating for Success: A Shared Customer-Centered Approach to Service Delivery</b>
Course type	Workforce
Course format and time commitment	Approximately 2.5 hours and available on demand
When offered	On demand
Start date(s)	Enroll anytime and have 30 days from enrollment to complete the course.
Course description	This course was developed in partnership by the Pennsylvania Department of Education (PDE) and the Department of Labor and Industry (L&I) to address the current state plan goal of increasing co-enrollment. This course will provide you with strategies to work with other workforce development partners in order to best support the needs of your customers.
Competencies	AETC: N/A DLCAE: N/A IPQs: 3.1, 3.3 SSCC: N/A
Act 48 hours	2.5 PD Hours

<b>Details</b>	<b>Course Information</b>
<b>Course name</b>	<b>Introduction to the PA CareerLink® System</b>
Course type	Workforce
Course format and time commitment	Approximately 2.5 hours and available on demand
When offered	On demand
Start date(s)	Enroll anytime and have 30 days from enrollment to complete the course.
Course description	This course was developed in partnership by the Pennsylvania Department of Education (PDE) and the Department of Labor and Industry (L&I) to address the current state plan goal of increasing co-enrollment. In this course you will learn about Pennsylvania's PA CareerLink® System and best practices for making referrals to other Workforce Innovation and Opportunity Act (WIOA) core programs in order to support customers reaching their goals.
Competencies	AETC: N/A DLCAE: N/A IPQs: 3.1, 3.3 SSCC: N/A
Act 48 hours	2.5 PD Hours