Washington State Minimum Components of Adult Basic Education Services, Activities, and Programming

1) Program Orientation
- Expectations and possibilities, appraisal, LD screening, barrier mitigation and support, intake, goal-setting, program placement (i.e. ABE, ESL, GED, HSC)

2) Identify Teaching & Learning Plan
- Pre-test, plan teaching, intensity and duration, clarify class focus, students’ personal goals, and integrate technology and computers

3) Instruction
- Use assessment data, individual and group goals to design real-life learning activities with scope and sequence, linked to learning standards

4) Feedback
- Interim assessments (post-tests) to observe and capture evidence, monitor progress, transfer learning to real-life, revisit goals and pathways

5) Transition and Pathways
- Plan to reach tipping point: referral to GED testing, I-BEST, skill or vocational training, other post-secondary, and/or employment

6) Resource Coordination
- Messaging, Literacy Week, advertisements, student recruitment, links with community partners for referrals and services

Continual feedback and reassurance
On-going assessment
Revisit retention strategies
Refocus program on learners’ goals, circumstances
Continuous data analysis for program improvement

These procedures thread through all program components