**Revisions and Additions to the STAR Handbook**

August 2019

* Page 4, first paragraph: There is a clearer description of the WIOA requirement for all programs offering ABE instruction.
* Page 5: STAR Leadership at ACLS for STAR has changed from Jane Schwerdtfeger to Dana Varzan-Parker.
* Pages 6-8: The Assessment section has been streamlined and updated with new TABE 11/12 information, and new contact information for ordering DAR assessment materials.
* Page 9: The chart showing a sample managed enrollment example has been clarified.
* Page 9: What used to be a requirement is now a best practice: “As a best practice, programs that provide less than nine hours per week of instruction for their pre-ASE class should try to devote at least 50% of class instruction on evidence-based reading instruction” in order to better accommodate mathematics and writing instruction.
* Pages 10-11: Please read the section describing important ways directors need to support STAR for the model to be successful.
* Page 11-12: For STAR to be implemented successfully, observation by program directors (or coordinators) and STAR trainers is very important. Please read what teachers and directors can do to make the model as effective as possible.
* Pages 16-20: *Appendix D: Planning: Menu of STAR Instructional Strategies* lists some revised and new strategies; and some strategies are no longer used. This new list is required to be used with STAR students.
* Pages 21: *Appendix E* contains STAR class observation forms for the teaching of EBRI strategies for alphabetics, fluency, vocabulary, and comprehension. They are included here for easy reference by program directors and teachers.
* Page 25: *Appendix F* contains “Fix-Up” comprehension strategies to be used with intermediate-level adult readers.