

National Conference on Effective Transitions in Adult Education

**"HELPING ADULTS SUCCEED
IN POSTSECONDARY
EDUCATION & TRAINING"**

11.16-11.17, '09



November 16-17, 2009
Crowne Plaza at the Crossings
Providence, RI

PRESENTED BY NATIONAL COLLEGE TRANSITION NETWORK



NOVEMBER, 2009

Dear Conference Participant:

Welcome to the third national Effective Transitions in Adult Education conference. When we decided to take our New England conference national, we were unsure what the response would be. The number of registrants exceeded our expectations from the start and feedback from the last two conferences has been overwhelmingly positive. We look forward to learning about innovative and effective practices and policies from each other again this year.

We are pleased to offer you a selection of high quality professional development by presenters from around the nation. We appreciate all of the presenters for sharing their time and expertise. Thank you.

One of the goals of the National College Transition Network (NCTN) is to support adult and college educators and administrators, professional developers, researchers, and policy developers – bringing together the full compliment of skills needed to build this bridge for adults. Right now, we have over 2,000 members and we hope you are one of them!

As with previous conferences, we wish to thank the Nellie Mae Education Foundation for making this conference possible and for their understanding about the importance of improving preparation and access to college for adults, surely one of the largest underserved populations in our country.

We hope that you leave this conference energized, with new ideas and new professional relationships. We invite your constructive feedback. Please complete the conference evaluation form in your packet.

Sincerely,

Ellen Hewett, NCTN Director

Cynthia Zafft, NCTN Senior Advisor

Priyanka Sharma, NCTN & Conference Coordinator

Sandy Goodman, New England College Transition Project Director

Silja Kallenbach, US Division of World Education Director

Ben Bruno, New England Literacy Resource Center Program Associate



CONFERENCE AT A GLANCE

MONDAY, NOVEMBER 16, 2009

10:15 AM – 11:45 AM

WORKSHOP SESSION I

12:00 PM – 12:30 PM

LUNCH

Salon III

12:30 PM – 1:30 PM

CONFERENCE OPENING

Jessica Spohn,
Senior Program Officer,
Nellie Mae Education
Foundation

KEYNOTE:

Dr. William Sedlacek

Salon III

1:45 PM – 3:15 PM

WORKSHOP SESSION II

3:15 PM – 3:30 PM

REFRESHMENTS

Grand Foyer

3:30 PM – 5:00 PM

WORKSHOP SESSION III

5:15 PM – 6:00 PM

POLICY PANEL

Salon III

REGISTRATION HOURS

Sunday, November 15, 2009

6:00 PM – 8:00 PM

Monday, November 16, 2009

8:00 AM – 5:00 PM

Tuesday, November 17, 2009

8:00 AM – 3:00 PM

EXHIBIT HOURS

Monday, November 16, 2009

10:00 AM – 5:00 PM

Tuesday, November 17, 2009

8:00 AM – 3:00 PM

TUESDAY, NOVEMBER 17, 2009

7:30 AM – 8:45 AM

BREAKFAST

Salon III

8:45 AM – 10:15 AM

WORKSHOP SESSION IV

10:15 AM – 10:30 AM

REFRESHMENTS

Grand Foyer

10:30 AM – 12:00 PM

WORKSHOP SESSION V

12:15 PM – 12:45 PM

LUNCH

Salon III

12:45 PM – 1:30 PM

KEYNOTE: Jeniffer Herrera-Andujar

Salon III

1:45 PM – 3:15 PM

WORKSHOP SESSION VI

10:15 AM – 11:45 AM SESSION I

- 1. PlugGED In: A Career Pathway to Tech Sector Employment and Education**
Richard Sebastian (*This presentation is also offered in Session IV*)
Bristol A
- 2. Don't Tell Me How to Study; Teach Me How**
Robyn Rennick
Bristol B
- 3. Incorporating Motivational Interviewing Skills with GED Completers Transitioning into College**
Craig N. Piso and Peter Balsamo (*This presentation is also offered in Session III*)
Salon IV
- 4. Making the Transition to College Reading**
Sally Gabb
Tiverton
- 5. Toward a Holistic Transition**
Kristin Corash, Elaine DeLott Baker and Debra Bragg
Salon V
- 6. Integrating Financial Literacy into Your Program's Advising and Teaching Services**
Mary Jeannette Shultz and Ellen Hewett
Patriots
- 7. Increasing Learner Persistence through Self-Efficacy**
Silja Kallenbach and Michele Sedor
Narragansett

1:45 PM – 3:15 PM SESSION II

- 1. College Transitions at the Workplace**
Jerry Rubin and Carol Grady
Patriots
- 2. A Career Research Lesson Plan: Contextualizing Content and Integrating Skills**
Lorraine Robida and Julie Patten
Narragansett

WORKSHOPS AT A GLANCE MONDAY 11.16.09

3. Federal Commitment to Improving Adult Learners' Transition to Postsecondary Education

Tanya Shuy and Diane McCauley
Salon V

4. Preparing for the Algebra portion of the ACCUPLACER

Pam Meader (*This presentation is also offered in Session V*)
Salon IV

5. New Kid in the 'hood: Birth of a Collaborative Model

Cara Tuzzolino-Werben, Stacie Sanchez and Bruce Carmel
Tiverton

6. GED-i: Successfully Transitioning the Online Student

Crystal Hack
Bristol A

7. College Transitions Curriculum for English and Math

Larinda Meade, Christina Parks and Kelley Heath
Bristol B

3:30 PM – 5:00 PM

SESSION III

1. Maine College Transitions Program Evaluation and Implications for Best Practice

Lisa Levinson and Larinda Meade
Bristol B

2. Ready for College: What Does It Mean for Adult Learners?

Cynthia Zafft (*This presentation is also offered in Session V*)
Patriots

3. Academic Survival Skills: Transitioning from the GED Test to Postsecondary

Bonnie Goonen and Susan Pittman-Shetler
Tiverton

4. Aligning Practice and Expectations

Kimberly Johnson
Salon V

5. Make a PAACT to Take a Step beyond Adult Education

Blanca Andrade, Flor Garcia-Urias and Gerardo Guerrero
Narragansett

WORKSHOPS AT A GLANCE MONDAY 11.16.09

6. **Transitioning English Language Learners from ESL into Pre-College Arenas**

Renee Sherman and Marcela Movit
Bristol A

7. **Incorporating Motivational Interviewing Skills with GED Completers Transitioning into College**

Craig N. Piso and Peter Balsamo (*This presentation is also offered in Session I*)
Salon IV

5:15 PM – 6:00 PM

POLICY PANEL

Salon III

PANELISTS:

Amy Ellen Duke-Benfield

Senior Policy Analyst, Center for Law and Social Policy

Dr. Johan Uvin

Director of Adult and Career & Technical Education,
Rhode Island Department of Education

Silja Kallenbach

Director of the US Division, World Education, Inc.

Moderator:

Ellen Hewett

Director, National College Transition Network

8:45 AM – 10:15 AM SESSION IV

- 1. Welcome Back Initiative**
Kristina Mason, Manuela Raposo and José Ramón Fernández-Peña
Patriots
- 2. Mindquest Academy College Prep Program Model**
Karen Wolters and Terry Jaakkola
Bristol B
- 3. Shifting Gears: Shifting State Adult Education Policies to Support Postsecondary Success**
Amy Ellen Duke-Benfield
Salon IV
- 4. PlugGED In: A Career Pathway to Tech Sector Employment and Education**
Richard Sebastian (*This presentation is also offered in Session I*)
Narragansett
- 5. GED Scores as Predictors of College Readiness: Implications for Curricula**
David Joost and Katherine Moser
Tiverton
- 6. Lining It Up: Ohio's Stackable Certificate Initiative**
Adrienne Glandon and Jeff Gove
Bristol A
- 7. Partnerships for Student Success: The Program Level**
Jeniffer Herrera-Andujar, Elizabeth Payamps and IMPACT team
Salon V

10:30 AM – 12:00 PM SESSION V

- 1. Preparing for the Algebra Portion of the ACCUPLACER**
Pam Meader (*This presentation is also offered in Session II*)
Salon V
- 2. Hit the Ground Running: Preparing Non-native Speakers for Academic Readiness**
Kimberly Johnson and Betsy Parrish
Bristol A
- 3. Using Writing Rubrics to Develop Learner and Peer Autonomy**
Althea Davidson
Patriots

WORKSHOPS AT A GLANCE TUESDAY 11.17.09

4. **Ready for College: What Does It Mean for Adult Learners?**

Cynthia Zafft (*This presentation is also offered in Session III*)
Salon IV

5. **It's All About ME – Making the Transition to College**

Arleen Williams and Dorrienne Chinn
Narragansett

6. **Transition to College and Careers**

Sandy Goodman, Brenda Gagne, Robin Hodgkinson and Elia Dreyfuss
Bristol B

7. **Teaching Effective Communication Skills**

Mary Lou Friedline (*This presentation is also offered in Session VI*)
Tiverton

1:45 PM – 3:15 PM

SESSION VI

1. **Partnerships for Student Success: The Systemic Level**

Katy Taylor and Jeniffer Herrera-Andujar
Bristol B

2. **Teaching Effective Communication Skills**

Mary Lou Friedline (*This presentation is also offered in Session V*)
Tiverton

3. **Are You Ready to Develop College Transitions?**

Ellen Hewett
Narragansett

4. **Success by Design: A Coordinated Studies Learning Community**

Nadezhda Nazarenko, Anne Albarelli and Tina Washco
Salon V

5. **Tools and Techniques for Transitioning Students**

Susan McGilloway and Judy Walsh
Bristol A

6. **The National Institute for Literacy's LINCS Special Collections: Online Transitions Resources**

Beth Ponder and Gail Cope
Salon IV

A G E N D A

SUNDAY, NOVEMBER 15, 2009

6:00 PM – 8:00 PM

CONFERENCE REGISTRATION

Grand Foyer

MONDAY, NOVEMBER 16, 2009

8:00 AM – 5:00 PM

CONFERENCE REGISTRATION

Grand Foyer

10:15 AM – 11:45 AM

WORKSHOP SESSION I

1. PlugGED In: A Career Pathway to Tech Sector Employment and Education

Richard Sebastian

Bristol A

PlugGED In is a new career pathway program that incorporates 21st century skills into a traditional GED curriculum to help adults develop the technology and workplace skills needed to transition into entry-level tech sector work and postsecondary education. This presentation and discussion covers the curriculum's design, implementation, and evaluation. *(This presentation is also offered in Session IV)*

Richard Sebastian is the Instructional Technology Specialist for the Virginia Adult Learning Resource Center at Virginia Commonwealth University in Richmond, Virginia.

2. Don't Tell Me How to Study; Teach Me How

Robyn Rennick

Bristol B

Students with special learning differences often understand the information presented to them but do not know strategies for retaining and applying that information. This presentation offers practical, multisensory strategies for learning visual information such as in science or health; a self-correcting way to use flashcards; a modeling strategy for learning math information; and a way to use chapter reviews more effectively.

Robyn A. Rennick is the Program Director for Dyslexia Research Institute in Florida. She is a Teacher/Trainer in The Hardman Technique.

3. Incorporating Motivational Interviewing Skills with GED Completers Transitioning into College

Craig N. Piso and Peter Balsamo
Salon IV

Project Success is designed for GED completers who scored at least 2500 on their test battery. The first cohort started out with 26 people and only six students completed two credit courses. Based on the attrition problem, a major revision was implemented for the second cohort. The presentation will focus on whether the changes were effective in retaining students and increasing their academic performance. *(This presentation is also offered in Session III)*

Craig N. Piso is the President of Piso and Associates, LLC based in Northeastern Pennsylvania.

Peter Balsamo previously served as Vice President for Workforce and Community Development at Luzerne County Community College in Pennsylvania. His current position focuses on special projects for GED completers and English Language Learners.

4. Making the Transition to College Reading

Sally Gabb
Tiverton

This presentation will focus on a comparison between reading skills requirements for the GED and skills needed for successful college reading. The presenter will discuss both reading theory and application for practice in ABE/GED classes designed to enable students to make a successful transition to postsecondary education. In addition, the presenter will explore the many online resources for transition level reading.

Sally Gabb worked as an Adult Basic Educator for 35 years in a wide variety of venues including family literacy, homeless programs, ESOL and professional development. She currently is a Reading Skills Specialist at Bristol Community College in Massachusetts.

5. Toward a Holistic Transition

Kristin Corash, Elaine DeLott Baker and Debra Bragg
Salon V

Using the Colorado Success UNlimited (SUN) college transition program as a reference, participants will gain a deeper understanding of the mechanics of designing and implementing a holistic bridge program that helps students negotiate college processes, gain academic skills, make realistic career choices, and demonstrate the attitudes and skills of successful college students.

Kristin Corash is Project Director of the Ready for College - Colorado Success UNlimited (SUN) initiative for the Colorado Community College System, where she has promoted awareness and support for remedial education.

Elaine DeLott Baker is a national consultant and recognized leader in pathway/transition programs for low-skilled youth and adults. She designed the Community College of Denver's College Connection program.

Debra D. Bragg is a Professor in the Department of Educational Organization and Leadership in the College of Education at the University of Illinois at Urbana-Champaign.

6. Integrating Financial Literacy into Your Program's Advising and Teaching Services

Mary Jeannette Schultz and Ellen Hewett
Patriots

This interactive session will inform participants how to best integrate financial literacy education into their work. "Mapping Your Financial Journey: Helping Adults Plan for College" was developed in a partnership by NCTN and the National Endowment for Financial Education. Each participant will receive a copy of the booklet.

Mary Jeannette Schultz works as the project manager of Strategic Programs & Alliances for Denver-based National Endowment for Financial Education.

Ellen Hewett is the Director of the National College Transition Network of World Education. Ellen worked for over 25 years with non-traditional college students as an administrator and faculty member at Springfield College.

7. Increasing Learner Persistence through Self-Efficacy

Silja Kallenbach and Michele Sedor
Narragansett

Studies consistently associate self-efficacy with persistence. When students know how to monitor their learning and believe they can perform a task proficiently they will become more engaged in the activity, work harder in face of obstacles, and achieve better outcomes. This participatory workshop introduces participants to four key ways that improve self-efficacy related to academic learning.

Silja Kallenbach is Director of the US Division of World Education and of the New England Literacy Resource Center. She co-directed the New England Learner Persistence project.

Michele Sedor has worked in the field of ABE for over 20 years. She is currently a staff development specialist with SABES in Massachusetts.

12:00 PM – 12:30 PM

LUNCH

Salon III

12:30 PM – 1:30 PM

KEYNOTE

Dr. William Sedlacek

Salon II

College Success for Adult Students Using Noncognitive Variables

Dr. William Sedlacek is a Professor Emeritus of Education at the University of Maryland, College Park. He earned Bachelor's and Master's degrees from Iowa State University and a Ph. D. from Kansas State University.

He is senior author of Racism in American Education: A Model for Change (with Brooks), and A Measure of Racial Attitudes, The Situational Attitude Scale (SAS). He authored Beyond the Big Test: Noncognitive Assessment in Higher Education and has published extensively in professional journals on a wide range of topics including racism, sexism, college admissions, advising, and employee selection.

He has served as editor of Measurement and Evaluation in Counseling and Development. Also, he has consulted with more than 300 different organizations, colleges, and universities on interracial and intercultural issues, and has served as an expert witness in race and sex discrimination cases.

1:45 PM – 3:15 PM

WORKSHOP SESSION II

1. College Transitions at the Workplace

Jerry Rubin and Carol Grady

Patriots

Jewish Vocational Services (JVS) is partnering with several health care employers to create pathways from low-level ESOL/ABE through pre-college classes, to college level classes that lead to certificates and degrees. This presentation will describe the model being used, and the process used to develop the model with the employers and higher educational partners. It will provide specific information about curricula, teaching methods, and coaching methods that are being used by JVS.

Jerry Rubin is President and Chief Executive Officer of JVS. Prior to joining JVS, Jerry was Vice President of Building Economic Opportunities at Jobs for the Future.

Carol Grady is Vice President of Business Services at JVS, working with Boston area employers to meet their business needs in the area of workforce development.

2. A Career Research Lesson Plan: Contextualizing Content and Integrating Skills

Lorraine Robida and Julie Patten
Narragansett

Student motivation and persistence increase when instructional content is contextualized or relevant to the lives of students. During this interactive workshop, participants will complete a career research lesson plan that contextualizes research and writing content. Integrating research, writing, and computer skills in a single lesson plan will also be explored.

Lorraine Robida is the coordinator, advisor and College Skills instructor for the COMPASS and COMPASS Connection College Transition Programs in Southern Maine and New Hampshire.

Julie Patten is the writing instructor for COMPASS and COMPASS Connections. She, Connie Patton, and Lorraine Robida created a workbook for college transitions courses.

3. Federal Commitment to Improving Adult Learners' Transition to Postsecondary Education

Tanya Shuy and Diane McCauley
Salon V

This workshop will present two national leadership activities sponsored by the Office of Vocational and Adult Education. Part One of the presentation will focus on "Adult Basic Education Career Connections." Part Two will focus on selected findings from evaluation of state grantees in "Ready for College: Adult Education Transitions."

Tanya Shuy is an Education Program Specialist with the Office of Vocational and Adult Education, U.S. Department of Education. She has edited and co-authored special issue journals and book chapters.

Diane McCauley is an Education Program Specialist with the Office of Vocational and Adult Education, U.S. Department of Education. She holds a Ph.D. in Education from The American University.

4. Preparing for the Algebra portion of the ACCUPLACER

Pam Meader
Salon IV

Many adult students place into developmental algebra classes because they cannot pass the elementary algebra portion of the ACCUPLACER college placement test. In this workshop, we will explore the concepts of exponents, multiplying binomials, factoring trinomials and solving quadratics using hands on applications that will help your students conceptually understand these very abstract concepts. *(This presentation is also offered in Session V.)*

***Pam Meader** is past president of the Adult Numeracy Network. She serves on the College Readiness Committee with University of Maine developmental math faculty and has written standards-based algebra curricula for adult high school diploma credit and college transitions.*

5. New Kid in the 'hood: Birth of a Collaborative Model

Cara Tuzzolino-Werben, Stacie Sanchez and Bruce Carmel
Tiverton

Two years of planning yielded a strong model for collaboration among six agencies in Sunset Park, Brooklyn to help adult literacy learners prepare for college. Panelists will discuss the methodology behind their formation of a new collaboration for youth in this multi-lingual community.

***Cara Tuzzolino-Werben** leads adult literacy staff development and facilitates the college transition process for the students served by the Sunset Park Alliance for Youth.*

***Stacie Sanchez** has worked at The After-School Corporation (TASC) for the last two and a half years. Stacie is the Director of the Sunset Park Alliance for Youth in Sunset Park, Brooklyn.*

***Bruce Carmel** has a doctorate in Education from New York University. He has taught for more than twenty years in public schools, colleges and universities, libraries and community-based organizations.*

6. GED-i: Successfully Transitioning the Online Student

Crystal Hack
Bristol A

With over 70% of the fastest-growing jobs requiring certificates and advanced degrees, the GED is the beginning of a career and college pathway for many students. Developing a clear transition plan at the program and classroom level will enable learners to achieve their goals. Join us to learn strategies applicable to both online and traditional classroom learners, discover online resources, and review a GED-i Transitions Guide. You will walk away with ready to implement ideas.

***Crystal Hack** has served as the GED-i Coordinator/Director since early in the initial development of the curriculum and website in 2001. She has facilitated state-level GED-i pilot programs in Illinois, Washington, Maryland, and Minnesota.*

7. College Transitions Curriculum for English and Math

Larinda Meade, Christina Parks and Kelley Heath
Bristol B

This interactive session will provide an overview of the products developed using a standards-based curriculum model for College Transition English and Math courses. Many of these curricula are now posted online for use as is or as a model. This workshop is intended for practitioners who wish to use these curricula or see how Maine Adult Education is approaching college transition curriculum development.

***Larinda Meade** has over 30 years of experience in adult education and workforce development. Currently Larinda coordinates Maine College Transitions, a statewide adult education comprehensive college readiness for program for adult learners.*

***Christina Parks** was a member of the Maine Department of Education Standards-Based Curriculum Team for Reading and Writing, and also piloted several of the curricula. She has worked in Adult Education since 1984.*

***Kelley Heath** is an adult education instructor and administrator for Bonny Eagle Adult Education in southern Maine. She also serves as her program's College Transitions coordinator.*

3:15 PM – 3:30 PM

REFRESHMENTS

Grand Foyer

3:30 PM – 5:00 PM

WORKSHOP SESSION III

1. Maine College Transitions Program Evaluation and Implications for Best Practice

Lisa Levinson and Larinda Meade
Bristol B

In 2007, the Maine State legislature added a line item to support twenty-two local College Transitions Programs. This interactive workshop will describe the first two years' learning about program creation and implementation as well as the evaluation results.

***Lisa Levinson** is an independent contractor specializing in adult and family literacy evaluation for program improvement. Currently, she is the evaluator for the Maine College Transitions program and the Transitions to College and Careers pilot project.*

***Larinda Meade** has over thirty years experience in adult education and workforce development. Currently, Larinda coordinates Maine College Transitions, a statewide adult education comprehensive college readiness for program for adult learners.*

2. Ready for College: What Does It Mean for Adult Learners?

Cynthia Zafft
Patriots

To be successful in college, adults need more than academic preparation. But, what exactly is that “other stuff”? This workshop focuses on a four-part model of college readiness that includes personal and career readiness along with “college knowledge” and academic preparation. Come explore strategies for individual students and programs using this holistic model of college readiness for adult learners. (*This presentation is also offered in Session V*)

Cynthia Zafft is the Senior Advisor for the National College Transition Network (NCTN) at World Education in Boston. In addition, she is Curriculum Director for the Health Care Learning Network, an online transition curriculum for frontline health care workers.

3. Academic Survival Skills: Transitioning from the GED Test to Postsecondary

Bonnie Goonen and Susan Pittman-Shetler
Tiverton

More than 60% of all adult education students want to continue their education after receiving their GED credential. In order to be successful, students need better skills in communication and higher-order mathematics. Learn what types of skills students need and review sample materials that will move your adult learners successfully into a college classroom without having to spend valuable time or money on development coursework.

Bonnie Goonen is a veteran educator and respected national trainer. Bonnie has developed and delivered trainings in over 25 states, as well as national trainings for the 2002 GED Test and the 2006 GED Mathematics Training.

Susan Pittman-Shetler is an experienced adult educator and national trainer. Susan works with teachers and administrators in more than 25 states developing and delivering high quality, interactive professional development to meet the needs of adult educators.

4. Aligning Practice and Expectations

Kimberly Johnson
Salon V

To identify the professional development needs of transitions teachers, ABE transitions teachers and college instructors were surveyed about their instructional methods and expectations of students. Findings revealed multiple gaps. Participants will be invited to review results and identify implications for work with teachers in their own contexts.

Kimberly Johnson is ATLAS (ABE Teaching and Learning Advancement System) Director and Assistant Professor at Hamline University in Minnesota. Her teaching and research focuses on adult and post-secondary teacher professional development.

5. Make a PACT to Take a Step beyond Adult Education

Blanca Andrade, Flor Garcia-Urias and Gerardo Guerrero
Narragansett

Participants will obtain the critical information they need to understand how San Jacinto Adult Learning Center (ALC) in El Paso, Texas has been successfully implementing a transition course to postsecondary education in close collaboration with El Paso Community College. This collaboration began in November 2007.

Blanca Andrade's career in adult education began on September 1, 2000. She has worked in Career and Technology Education for about 17 years and has been a Director of an Adult Education program for nine years.

Flor Garcia-Urias has been involved in Adult Education and Family Literacy for about eight years. Her Master's degree is in Curriculum and Instruction specializing in TESOL. She is a Texas Standards Specialist, and Transition Program Instructor.

Gerardo Guerrero has been involved in the design and teaching of the math and writing components of San Jacinto's ALC's transition program for over two years. He also teaches ESL at El Paso Community College.

6. Transitioning English Language Learners from ESL into Pre-College Areas

Renee Sherman and Marcela Movit
Bristol A

The Transitioning English Language Learners (TELL) project is only in its first year, but preliminary collection of data and analyses of data reveal some interesting issues about programmatic and instructional systems for enhancing educational practices to transition English language learners into ABE, GED, or other pre-college areas. The purpose of this presentation is to report on the TELL research project, describe the state of literature in the US relative to educational practices in TELL to prompt discussions about promising practices.

Renee Sherman is the Principal Research Analyst at the American Institutes for Research and has extensive experience in conducting qualitative studies, research design, professional development, curriculum and materials development, and program evaluation.

Marcela Movit is a Research Analyst at the American Institutes for Research (AIR). She is the Field Implementation Coordinator for the Transitioning English Language Learners (TELL) project.

**7. Incorporating Motivational Interviewing Skills with GED Completers
Transitioning into College**

Craig N. Piso and Peter Balsamo
Salon IV

Project Success is designed for GED completers who scored at least 2500 on their test battery. The first cohort started out with 26 people and only six students completed two credit courses. Based on the attrition problem, a major revision was implemented for the second cohort. The second cohort experienced their program in summer 09 and enrolled in two special credit courses for fall 09 semester. The presentation will focus on whether the changes were effective in retaining students and increasing their academic performance. *(This presentation is also offered in Session I)*

Craig N. Piso is the President of Piso and Associates, LLC based in Northeastern Pennsylvania.

Peter Balsamo previously served as Vice President for Workforce and Community Development at Luzerne County Community College in Pennsylvania. In his current position, he focuses on special projects for GED completers and English Language Learners.

5:15 PM – 6:00 PM POLICY PANEL

This panel discussion advances the sharing of policies that support adults' ability to access and succeed in postsecondary education. Panelists will highlight promising policy initiatives from national and state perspectives. The panel aims to offer lessons learned from these initiatives that will be of interest to both practitioners and policymakers.

Panelists:

Amy Ellen Duke-Benfield
Senior Policy Analyst, Center for Law and Social Policy

Dr. Johan Uvin
Director of Adult and Career & Technical Education, Rhode Island Department of Education

Silja Kallenbach
Director of the US Division, World Education, Inc.

Moderator:

Ellen Hewett
Director, National College Transition Network

7:30 AM – 8:45 AM

BREAKFAST

Salon III

8:45 AM – 10:15 AM

WORKSHOP SESSION IV

1. Welcome Back Initiative

Kristina Mason, Manuela Raposo and José Ramón Fernández-Peña
Patriots

This interactive presentation will explain how the national, award-winning Welcome Back Initiative provides immigrant health care professionals assistance in obtaining the necessary credentials and licenses to practice their profession in the U.S. Through a case management model, this initiative helps participants market their skills appropriately and effectively, obtain further education and experience to help them find meaningful employment in the health sector and, if necessary, explore alternative health-related careers.

***Kristina Mason** is the Director of Puget Sound Welcome Back Center at Highline Community College in Des Moines, Washington.*

***Manuela Raposo** is the Director of Rhode Island Welcome Back Center at Dorcas Place in Providence, Rhode Island.*

***José Ramón Fernández-Peña** is an associate professor at San Francisco State University's Department of Health Education. He is also the director of the Welcome Back Initiative in California.*

2. Mindquest Academy College Prep Program Model

Karen Wolters and Terry Jaakkola
Bristol B

The Mindquest Academy College Prep Program was implemented at two Minnesota Community Colleges in the 2007-2008 school year. This presentation will provide an overview of the model and collaboration efforts, and a description of Mindquest Academy Online Curriculum and success rates of the participants enrolled. Time will be provided for discussion and questions.

***Karen Wolters** has worked for Mankato ABE for 15 years. She supervises the Diploma Program, College Prep Program and is a certified Mindquest Academy online instructor and teacher-trainer.*

***Terry Jaakkola** is Coordinator/College Prep Instructor at North Hennenpin Community College (NHCC). She taught in the Mindquest Academy ABE Diploma Program at SHAPE in Bloomington before going to NHCC to help develop and teach in the College Prep Program for Osseo ABE.*

3. Shifting Gears: Shifting State Adult Education Policies to Support Postsecondary Success

Amy Ellen Duke-Benfield
Salon IV

In this session, you will learn about Shifting Gears a multi-state, state policy initiative geared toward increasing the number of low-skilled adults achieving postsecondary credentials. We will also explore the barriers and opportunities in your state to the development of career pathways to college and career success for low-working adults.

Amy Ellen Duke-Benfield is a Senior Policy Analyst at the Center for Law and Social Policy. She analyzes and advocates for federal and state adult education/ESL and postsecondary policies to better serve low-income adults and also provides technical assistance.

4. PlugGED In: A Career Pathway to Tech Sector Employment and Education

Richard Sebastian
Narragansett

PlugGED In is a new career pathway program that incorporates 21st century skills into a traditional GED curriculum to help adults develop the technology and workplace skills needed to transition into entry-level tech sector work and postsecondary education. This presentation and discussion covers the curriculum's design, implementation, and evaluation. *(This presentation is also offered in Session I)*

Richard Sebastian is the Instructional Technology Specialist for the Virginia Adult Learning Resource Center at Virginia Commonwealth University in Richmond, Virginia.

5. GED Scores as Predictors of College Readiness: Implications for Curricula

David Joost and Katherine Moser
Tiverton

If GED test scores can reliably predict college readiness, GED completers can be better advised regarding their preparation for college entry. This presentation discusses the results of a study conducted at Houston Community College in Texas and their implications for alignment of adult education and higher education curricula. Attendees will be provided with a brief demonstration of the assessment score equipercentile ranking process for use with GED and college readiness test scores at their own institutions.

David Joost is the Director of Adult Education Programs at Houston Community College. He has nearly 30 years of experience in adult education, technical training and community college administration.

Katherine Moser is Dean of Transition Programs at College of the Mainland (Texas). Her responsibilities include the college's adult education, developmental education, distance education, Title V, Achieving the Dream and professional development programs.

6. Lining It Up: Ohio's Stackable Certificate Initiative

Adrienne Glandon and Jeff Gove
Bristol A

The Stackable Certificates Initiative in Ohio is meant to give adult learners a clear and accessible pathway to postsecondary education and, ultimately, Ohio's workforce. This presentation will outline the development of the competencies for the Oral Communication (ESOL), Basic, Advanced, and College- and Work-Ready Skills Certificates along with program implementation.

Adrienne Glandon is a former ABLE instructor and program coordinator. She currently works on the ABLE Evaluation and Design Project at the Ohio State University.

Jeff Gove is an administrator with the Ohio Board of Regents. He is responsible for overseeing the state's adult education accountability system, ABLELink, One-Stop collaboration and 37 local ABLE programs in Northeast Ohio.

7. Partnerships for Student Success: The Program Level

Jeniffer Herrera-Andujar, Elizabeth Payamps and IMPACT team
Salon V

How can innovative partnerships at the program level dramatically improve college transition, retention and academic performance? Future Now, a campus-based GED and college readiness program, partnered with IMPACT (Improving My Progress At College Today), and in less than a year the transition rates jumped to 95% and the college retention rates quadrupled. Participants will learn strategies to develop a student-centered program supported by authentic learner leadership.

Elizabeth Payamps is the Director of Future Now at Bronx Community College – a campus-based GED and College Readiness Program serving out-of-school, formerly incarcerated and criminally at risk youth, ages 16-24.

Jeniffer Herrera-Andújar is the Leadership Coordinator for IMPACT, a student-led organization that provides leadership and support to GED graduates and college students.

William Ruiz is a founding member of IMPACT and the Adult Education Alumni Alliance. He earned his AA degree in Film Production from Bronx Community College.

Jean Didier Yao is majoring in math at Bronx Community College. He is active in IMPACT, the Adult Education Alumni Alliance and the T2C Internship.

Hipolito Rosario is a founding member of IMPACT. He teaches college readiness at City College Adult and Continuing Education program.

10:15 AM – 10:30 AM **REFRESHMENTS**

Grand Foyer

10:30 AM – 12:00 PM **WORKSHOP SESSION V**

1. Preparing for the Algebra Portion of the ACCUPLACER

Pam Meader
Salon V

Many adult students place into developmental algebra classes because they cannot pass the Algebra portion of the ACCUPLACER. In this workshop we will explore the concepts of exponents, multiplying binomials, factoring trinomials and solving quadratics using hands on applications that will help your students conceptually understand these very abstract concepts. *(This presentation is also offered in Session II)*

Pam Meader is past president of the Adult Numeracy Network. She serves on the College Readiness Committee with University of Maine developmental math faculty and has written standards-based algebra curricula for adult high school diploma credit and college transitions.

2. Hit the Ground Running: Preparing Non-Native Speakers for Academic Readiness

Kimberly Johnson and Betsy Parrish
Bristol A

For learners to thrive and access future educational opportunities, it is vital that ESL instruction integrate academic skills from the very start. Presenters will focus on key academic areas and will share practical strategies and activities that can be used at all levels to prepare students for academic success.

Kimberly Johnson is ATLAS (ABE Teaching and Learning Advancement System) Director and Assistant Professor at Hamline University in Minnesota.

Betsy Parrish is Professor and Coordinator of the Adult ESL and Teaching English as a Foreign Language programs at Hamline University in Minnesota.

3. Using Writing Rubrics to Develop Learner and Peer Autonomy

Althea Davidson
Patriots

Both native and non-native speakers of English who are new to academic writing often struggle with the fundamentals of a five-paragraph essay. Participants will use an instructor-created essay writing rubric to help their students develop criteria for analyzing and improving their own and their classmates' essays.

Althea Davidson prepares students for the City University of New York Assessment Tests in writing and math. Her interests include developmental writing.

4. Ready for College: What Does It Mean for Adult Learners?

Cynthia Zafft
Salon IV

To be successful in college, adults need more than academic preparation. But, what exactly is that “other stuff”? This workshop focuses on a four-part model of college readiness that includes personal and career readiness along with “college knowledge” and academic preparation. Come explore strategies for individual students and programs using this holistic model of college readiness for adult learners. *(This presentation is also offered in Session III)*

Cynthia Zafft is the Senior Advisor for the National College Transition Network (NCTN) at World Education in Boston. In addition, she is Curriculum Director for the Health Care Learning Network, an online transition curriculum for frontline health care workers.

5. It's All About ME – Making the Transition to College

Arleen Williams and Dorrienne Chinn
Narragansett

The transition from non-credit ESL programs to college level classes can be a daunting process. How can ESL teachers and community college programs help students navigate the journey? This presentation will provide you with three techniques that can easily be applied to your classroom or program.

Arleen Williams has developed curriculum and taught ESL at South Seattle Community College for 22 years, including transition level curriculum.

Dorrienne Chinn has taught all levels of ESL at South Seattle Community College for 25 years. She is currently developing pre-college transition activities.

6. Transition to College and Careers

Sandy Goodman, Brenda Gagne, Robin Hodgkinson and Elia Dreyfuss
Bristol B

The participants will hear about unique Transition to College and Careers (TCC) project features, such as comprehensive college preparation, intensive career counseling, and supplemental online instruction. We will discuss promising practices and interim evaluation outcomes and how attendees can apply the lessons learned from the TCC pilot to their own programs. Participants will receive sample career planning and partnership development tools.

Sandy Goodman is the Director of the New England College Transition Project at the National College Transition Network (NCTN). Sandy is the lead author of the NCTN's College Transition Toolkit and edited the Integrating Career Awareness curriculum guide.

Brenda Gagne has been involved with adult education since 1989 as tutor, teacher, and program director. Her passion is empowering learners to build on personal strengths and creating interactive assessments for the classroom.

Robin Hodgkinson is the Executive Director at the Community Education Project (CEP) at Holyoke Community College. Prior to CEP, Robin worked as an ESOL teacher and Education Program Director at the Puerto Rican Cultural Center in Springfield, MA.

Elia Dreyfuss is the coordinator and counselor at the Community Education Project at Holyoke Community College. She has worked in low-income advocacy and education for more than 25 years.

7. Teaching Effective Communication Skills

Mary Lou Friedline
Tiverton

This interactive session will use conversation patterns and suggested sentence starters to aid communication and interaction with positive outcomes at home, in classrooms, and in the workplace. Participants will use readily available and free, printable online resources, which complement ABE, college-level, and employment materials. (*This presentation is also offered in Session VI*)

Mary Lou Friedline has taught ABE, GED, ESL, and Transitioning for 26 years in Southwest Pennsylvania. She coordinates pilot projects and develops and presents workshops for transitioning to postsecondary education.

12:15 PM – 12:45 PM

LUNCH

Salon III

12:45 PM – 1:30 PM

KEYNOTE:

Jeniffer Herrera-Andujar

Salon III

The Missing Piece: Learners as Partners in Adult Education

Jeniffer Herrera-Andújar, an adult learner from New York City, earned her GED in 2003. She then transitioned to Lehman College of the City University of New York (CUNY) and in 2008 earned her BA in Sociology with a minor in Psychology. She worked for the NYC Mayor's Office of Adult Education (MOAE) as the Adult Learner Leadership Coordinator where she assisted the MOAE and CUNY Office of Academic Affairs in establishing and planning an adult learner leadership network.

Jeniffer is now part of the Future Now team at Bronx Community College (BCC). She is the Leadership Coordinator for IMPACT (Improving My Progress At College Today), a student-led organization that provides leadership and support to GED graduates and college students. She is currently enrolled in CUNY's School of Professional Studies at the Graduate Center for her M.S. in Business Management and Leadership.

1:45 PM – 3:15 PM

WORKSHOP SESSION VI

1. Partnerships for Student Success: The Systemic Level

Katy Taylor, Jeniffer Herrera-Andujar and IMPACT team
Bristol B

Looking beyond the program level, this workshop explores how dynamic partnerships can improve GED persistence rates and strengthen college transition and retention. Participants will learn about and share their own concrete tools to develop authentic learner leadership and to build effective institutional partnerships for systemic impact on college transition and persistence.

Katy Taylor is the Director of Program Support for the New York City Mayor's Office of Adult Education. In partnership with City University of New York, the Mayor's Office has spearheaded the Transition to College Internship and helped launch the Adult Education Alumni Alliance.

Jeniffer Herrera-Andújar is the Leadership Coordinator for IMPACT (Improving My Progress At College Today), a student-led organization that provides leadership and support to GED graduates and college students.

William Ruiz is a founding member of IMPACT and the Adult Education Alumni Alliance. He earned his AA degree in Film Production from Bronx Community College.

Jean Didier Yao is majoring in math at Bronx Community College. He is active in IMPACT, the Adult Education Alumni Alliance and the Transition to College Internship.

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Mary Lou Friedline has taught ABE, GED, ESL and transitions for 26 years in Southwest Pennsylvania. She coordinates pilot projects and develops and presents workshops for transitioning to postsecondary education.

3. Are You Ready to Develop College Transitions?

Ellen Hewett
Narragansett

This workshop is an important starting point for teachers, counselors, and administrators interested in developing a transition component in their programs. Participants will learn about barriers to postsecondary education that adult learners face and discuss five strategies that they can implement immediately to address them.

Ellen Hewett is the Director of the National College Transition Network at World Education. Ellen worked for over 25 years with non-traditional college students as an administrator and faculty member at Springfield College.

4. Success by Design: A Coordinated Studies Learning Community

Nadezhda Nazarenko, Anne Albarelli and Tina Washco
Salon V

This presentation focuses on the results of and the lessons learned from the experimental Intensive Summer Program developed and implemented by the Lone Star College-CyFair, TX. The workshop will provide participants with strategies for developing a transition to college program for recent GED graduates.

Nadezhda Nazarenko has over 16 years of teaching and administrative experience in higher education. Her research interests focus on cross-cultural adjustment, women's studies, and adult education.

Anne Albarelli works as a Dean of Business, Education, and Transitional Studies at LSC-CyFair, Cypress, TX. She has authored various textbooks and founded the ESOL program at Lone Star College System, TX.

Tina Washco is a Program Manager for the Coastal Region GREAT Center in Texas. She has been an adult educator for over 15 years.

5. Tools and Techniques for Transitioning Students

Susan McGilloway and Judy Walsh
Bristol A

This session will provide participants opportunities to discover how the Community College of Baltimore County assists adult literacy students in effectively addressing education/employment goals. Learn from our experiences, but come prepared to share your experiences, services, and challenges with colleagues who also offer transitioning activities for students.

Susan McGilloway is a Student Support Services Specialist for the Center for Adult and Family Literacy at the Community College of Baltimore County.

Judy Walsh is the Student Support Services Coordinator for the Center for Adult and Family Literacy at the Community College of Baltimore County.

6. The National Institute for Literacy's LINCS Special Collections: Online Transitions Resources

Beth Ponder and Gail Cope
Salon IV

The LINCS Resource Collections are subject-oriented collections of high quality instructional resources. The workshop facilitators will demonstrate how to navigate the site and suggest ways in which the site resources can be used by practitioners in their work settings.

Beth Ponder is the Associate Director of the Center for Literacy Studies' grant from the National Institute for Literacy's LINCS Region II Resource Center and Program Planning Collection.

Gail Cope works with the National Institute for Literacy – Literacy Information and Communication System (NIFL-LINCS) as coordinator for the LINCS Program Improvement Resource Collection.

We would like to thank the exhibitors for their support.

COABE

COABE, Commission on Adult Basic Education, promotes adult education and literacy programs. Learn more about COABE ProLiteracy Joint Conference 2010 in Chicago Hilton in Chicago, IL, on March 16 – 19, 2010.

Community College of Rhode Island – Rhode Island Information

Meet with our representative and they will provide inside information on where to go to experience Rhode Island's renowned dining and entertainment.

GED-i

The GED-i is well supported and nationally used online GED Test Preparation curriculum that is available for use in the adult education classrooms, computer lab, and completely at a distance.

National Institute for Literacy Regional Resource Center 1

The National Institute for Literacy Regional Resource Centers disseminate high-quality resources to help practitioners use evidence-based instructional practices that improve outcomes in adult learners' literacy skills.

Pearson Longman

Pearson Longman, a division of Pearson Education, is the leading publisher of language programs for middle schools, high schools, and adult learners in English as a Second Language.

Starting Out!

Publisher of life, career and study skills titles in the form of textbooks, workbooks, and online materials.

Steck-Vaughn

Steck-Vaughn: The Leader in Adult Education and the only place to find the Official GED Practice Test and Software!

WELEARN

WE LEARN (Women expanding Literacy Education Action Resource Network) is a community promoting women's literacy as a tool that fosters empowerment and equity for women.

World Education, Inc. – US Division

World Education/US strengthens the effectiveness of educators, organizations, and systems to support adults, older youth, and communities.

National College Transition Network

Transition Websites: Our National College Transition Network website (www.collegetransition.org) and student website (www.collegeforadults.org) are always available to you. Please share your questions and comments about membership options with anyone on the NCTN team.

Online Learning: Learn more about college transitions through our facilitated course, **Research-based Strategies and Models of Adult Transition to Postsecondary Education**, offered this winter and spring through the World Education portal. Three new online courses will be launched in 2010: **Integrating Career Awareness into the ABE and ESOL Classroom; Introduction to College Transition Math** and **Assessing College Readiness for Adults: Looking Beyond Academic Preparation**. Visit www.professionalstudiesae.org for details.

The **NCTN College Transition Toolkit** is a comprehensive guide to program planning and implementation that draws on the expertise from practitioners from around the country. In an easy-to-use electronic format, it covers: program models, relationship building, program planning and data collection, curriculum development, and student recruitment, assessment, and counseling.

Integrating Career Awareness Curriculum is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be adapted for a range of students and skill levels.

Mapping Your Financial Journey: Helping Adults Plan for College booklet provides financial planning information and skill building exercises for adults intending to go to college.

NCTN at COABE 2010: Along with our traditional NCTN Transition Strand at COABE (March 15–18, 2010 in Chicago, IL), we will be presenting a pre-conference workshop, **Effective Strategies and Tools for Successful Transition Program Planning**, on March 15. Please email us at nctn@worlded.org for more details.

Planning and model development, coaching and training for system-wide change, and developing instructional content and support services are among the ways the NCTN offers technical assistance to transition initiatives.

The Nellie Mae Education Foundation

would like to thank

the National College Transition Network

and all of the conference participants
for their work on behalf of adult learners.

By helping program participants
receive the postsecondary education and training
necessary to succeed in the 21st Century,
you have improved their lives
and increased awareness of this critical sector
of the adult basic education system.

*For more information
on the Nellie Mae Education Foundation, visit*

www.nmefdn.org



Nellie Mae
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