

NATIONAL CONFERENCE ON
EFFECTIVE TRANSITIONS IN ADULT EDUCATION



N O V E M B E R 1 3 - 1 5 , 2 0 1 3

Crowne Plaza at the Crossings, Providence, RI

NOVEMBER 2013

Dear Conference Participant:

Welcome to the seventh national conference on Effective Transitions in Adult Education. 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 through presentations from around the nation. As we continue to develop this learning community, we are also offering a selection of concurrent preconference sessions and a moderated peer networking experience. Thank you to all of the presenters for sharing their time and expertise.

An important goal of the National College Transition Network is to support adult and college educators and administrators, professional developers, researchers, and policy developers to build bridges to postsecondary success and family-sustaining careers for Adult Secondary Education and English Language students. Right now, we have over 2,500 members and we hope you are one of them!

We wish to thank GED® Testing Service, Educational Testing Service, Learning Games Network, McGraw- Hill Education, Nellie Mae Education Foundation, and World Education Services for helping to make this conference possible. Their support of improving preparation and access to postsecondary education for adults is important and appreciated.

Our hope is that you leave this conference energized, with new ideas and new professional relationships. As always, we invite your constructive feedback.

Sincerely,

Ellen Hewett, NCTN Director

Priyanka Sharma, NCTN & Conference Coordinator

Sandy Goodman, NCTN Career Pathways Director

Cynthia Zafft, NCTN Senior Advisor

Silja Kallenbach, U.S. Division/World Education Vice President

Ben Bruno, NCTN Program Associate/ Media Specialist

Sydney Breteler, NCTN Conference Associate

Araceli Mendez, NCTN Conference Associate



WORLD EDUCATION



CONFERENCE at a GLANCE

TUESDAY, NOVEMBER 12, 2013

6:00 PM – 8:00 PM

Conference Registration
Grand Foyer

WEDNESDAY, NOVEMBER 13, 2013

8:00 AM onwards

Conference Registration
Grand Foyer

9:00 AM – 12:00 PM

Preconference Sessions

10:00 AM – 4:00 PM

Contextualized Curriculum meeting (By invitation only)
Tiverton

1:00 PM – 2:30 PM

Workshop Session I

1:00 PM - 4:00PM

Exhibits Open
Grand Foyer

2:45 PM – 4:15 PM

Workshop Session II

4:00 PM – 10:00 PM

Providence Shuttle (ticket required)
Main Lobby

THURSDAY, NOVEMBER 14, 2013

7:30 AM onwards

Conference Registration

7:30 AM – 8:45 AM

Breakfast
Grand Foyer

8:00 AM – 9:00 AM

Peer Networking
Grand Ballroom

9:00 AM – 10:30 AM

Workshop Session III

10:45 AM – 12:15 PM

Workshop Session IV

12:30 PM – 1:45 PM

Lunch
Plenary Session I
Grand Ballroom

CONFERENCE AT A GLANCE

2:00 PM – 3:30 PM

3:30 PM – 4:30 PM

4:00 PM – 10:00 PM

4:30 PM – 6:00 PM

6:00 PM – 8:00 PM

Workshop Session V

Refreshments Break

Exhibitor Showcase

Grand Foyer

Providence Shuttle (ticket required)

Main Lobby

Policy Panel

Grand Ballroom

NCTN Reception

Rotunda

FRIDAY, NOVEMBER 15, 2013

7:30 AM onwards

8:00 AM – 9:00 AM

9:00 AM – 10:30 AM

10:45 AM – 12:15 PM

12:30 PM – 1:45 PM

2:00 PM – 3:30 PM

Conference Registration

Breakfast

Plenary Session II

Grand Ballroom

Workshop Session VI

Workshop Session VII

Lunch

Plenary Session III

Grand Ballroom

Workshop Session VIII

Grand Foyer

REGISTRATION HOURS

Grand Foyer

Tuesday, November 12, 2013

6:00 PM – 8:00 PM

Wednesday, November 13, 2013

8:00 AM – 5:00 PM

Thursday, November 14, 2013

7:30 AM – 5:00 PM

Friday, November 15, 2013

7:30 AM – 3:00 PM

EXHIBIT HOURS

Grand Foyer

Wednesday, November 13, 2013

1:00 PM – 4:00 PM

Thursday, November 14, 2013

7:30 AM - 5:00 PM

Friday, November 15, 2013

8:00 AM – 2:00 PM

WORKSHOPS at a GLANCE

WEDNESDAY, NOVEMBER 13, 2013

Preconference

9:00 AM – 12:00 PM

Creating Cultures of Respect in the Adult Education Classroom

Federico Salas-Isnardi

Salon IV

Teaching about Clean Energy for Work, Home, and Community

Sandy Goodman and Alex Risley Schroeder

Salon V

Rethinking Science Instruction

Cynthia Zafft

Salon II

Nurturing Resilience in Transitions Students

Cynthia Peters

Salon III

SESSION I

1:00 PM – 2:30 PM

Getting Involved: Contextualizing Instruction in Adult Basic Education

Laurie Weston

Salon II

A Streamlined Reading Process: What to Do Before, During, After

Mary Lou Friedline

Bristol A

Electronic Engagement Empowering Young Adults' Transition to a College Credit Workforce Development Program

Dominic Mentor

Salon I

WORKSHOPS AT A GLANCE

Maine College Transition + Advising Success = Double Funding!

Nancy Dionne

Salon V

Findings from the Adult Transitions Longitudinal Study (Double Session) (Part I)

Cristine Smith

Bristol B

Teaching about Clean Energy for Work, Home, and Community

Sandy Goodman and Alex Risley Schroeder

Salon III

Jumpstarting College Success for ESOL Students

Bevin Taylor and Monica Lemoine

Salon IV

SESSION II

2:45 PM – 4:15 PM

The Promise of Mobile Learning in Adult Education

Kathy Evans, Amanda Kelly, Steve Quann, and Joan Schottenfeld

Bristol A

Creating a Safe Space for LGBTQ Students in Adult Literacy

Elena Pearson

Salon II

Strengths and Growth Areas – Creating Student Success through Open Feedback

George Nippo and Madeline Burke

Salon I

Self-Advocacy: Teaching Students to Take Ownership of Their Education

Linda Kozacek and Chris Specht

Salon IV

Findings from the Adult Transitions Longitudinal Study (Part II)

Cristine Smith

Bristol B

WORKSHOPS AT A GLANCE

How to Create a Successful Transitions Program

Charlene Gill

Salon V

Where Do U.S. Adults' Skills Rank Internationally?

Heidi Silver-Pacuilla

Salon III

THURSDAY, NOVEMBER 14, 2013

7:30 AM - 8:45 AM

Breakfast

Grand Ballroom

8 AM - 9 AM

Peer Networking

Grand Ballroom

SESSION III

9:00 AM – 10:30 AM

Preparing for the Common Core: Using Contextualized Instruction to Help Students Meet More Rigorous Standards (Double Session) (Part I)

Wynne Ferdinand, Amy Dalsimer, and Viktoriia Dudar

Bristol A

Contextualizing Curriculum: Combining ABE/ELL and Technical Learning Objectives (Double Session) (Part I)

Karla Sampselle and Shawn Jensen

Rhode Island/Patriots

Critically Rethinking Literacy in the 21st Century Transitions Classroom

Federico Salas-Isnardi

Narragansett/Ocean

Promoting Healthy Personal Power with Adult Education Students (Double Session) (Part I)

Craig Piso

Tiverton

Preparing for the Paradigm Shift: Strategic Planning for a Culture of Transitions (Double Session) (Part I)

Dionne Maxie and Crystal Bessix

Wickford

Starting College Before College

Dagney Velazquez and Rosemary Lischka

Barrington

Promoting Successful Transitions: The National External Diploma Program Model

Stacey Downey and Melissa Dayton

Greenwich

Introducing MyGED™ Portal

Cassandra Brown

Bristol B

Supporting English Language Learners in Reaching the College and Career Readiness Standards

Andy Nash

Newport

SESSION IV

10:45 AM – 12:15 PM

Preparing for the Common Core: Using Contextualized Instruction to Help Students Meet More Rigorous Standards (Part II)

Wynne Ferdinand, Amy Dalsimer, and Viktoriia Dudar

Bristol A

Contextualizing Curriculum: Combining ABE/ELL and Technical Learning Objectives (Part II)

Karla Sampsel and Shawn Jensen

Rhode Island/Patriots

WORKSHOPS AT A GLANCE

Classrooms to Careers: The Philadelphia Story

Mike Vail

Barrington

Promoting Healthy Personal Power with Adult Education Students (Part II)

Craig Piso

Tiverton

Preparing for the Paradigm Shift: Strategic Planning for a Culture of Transitions (Part II)

Dionne Maxie and Crystal Bessix

Wickford

How to Manage, Evaluate, and Expand Your Transitions Program

Charlene Gill

Greenwich

Designing Pathways to Transition ESOL Students to Academic and Career Programs

Sylvia Ramirez and Ruth Gay

Bristol B

Success Coaching – The Retention Foundation for Low-Skilled Students

Mary Pat Behler

Narragansett/Ocean

A Discussion of Deeper Learning and Adult Basic Education

Lara Couturier and Rachel Pleasants McDonnell

Newport

12:30 PM – 1:45 PM

Lunch

PLENARY SESSION I

Grand Ballroom

ANNUAL CONFERENCE LUNCHEON

Keynote Speaker: Dr. Brenda Dann-Messier

Dr. Brenda Dann-Messier, Assistant Secretary for Vocational and Adult Education, United States Department of Education.

SESSION V

2:00 PM – 3:30 PM

Schoology – Integrating Technology in the ABE Classroom

Heather Turngren

Tiverton

Reducing Assessment Administration Time with TABE® Online

Mitch Rosin

Rhode Island/Patriots

Preparing the Whole Learner: Designing, Developing, and Delivering a Welding Certificate Course in Rural Minnesota

Britt Gulstrand and Theresa Luther-Dolan

Newport

Findings from the Field: Success in Contextualized Instruction for GED® Preparation

Joseph Broadus

Bristol A

The Secrets of Collaborative Coaching

Stephanie Dreiling and Stan Ploutz

Wickford

Make Developmental Math Instruction Engaging, Efficient and Effective

Bob Khouri

Bristol B

Thinking Differently: LD/ADHD and the Journey to Empowerment

Patrick Rosanelli

Barrington

Key 21st Century Skills: Reading, Writing, and Standing Up for Yourself

Cynthia Peters

Greenwich

Accelerating Opportunity: Lessons Learned

Rachel Pleasants McDonnell, Randall Wilson, Nate Anderson, and Alexandra Waugh

Narragansett/Ocean

EXHIBITOR SHOWCASE

3:30 PM – 4:30 PM

Grand Foyer

POLICY PANEL

4:30 PM – 6:00 PM

Grand Ballroom

Innovations to Expand Financing for Adult Students' College Success

Panelists:

Dr. Brenda Dann-Messier, *Assistant Secretary, OVAE/US Department of Education*

Vania Estanek, *Graduate of the ESOL and transitions to college program at the Cambridge Community Learning Center*

Mina Reddy, *Director, Cambridge Community Learning Center*

Nate Anderson, *Senior Project Manager for Building Economic Opportunity, Jobs for the Future*

Loh-Sze Leung, *Executive Director, SkillWorks*

Moderator:

Ellen Hewett, *Director, National College Transition Network*

NCTN RECEPTION

6:00 PM – 8:00 PM

Rotunda

FRIDAY, NOVEMBER 15, 2013

8:00 AM – 9:00 AM

Breakfast

PLENARY SESSION II

Grand Ballroom

The 2014 GED® Program: Helping Adult Learners Make Critical Transitions

Keynote Speaker: **Martin Kehe**, Vice President, Products, GED® Testing Service

SESSION VI

9:00 AM – 10:30 AM

CSM – Web-based Foundational Skills Course Incorporating Learning Strategies and Affect

David Goldberg and Laura Bryant

Rhode Island/Patriots

Off to College after GED® Testing: Applying the Research

Margaret Patterson

Newport

Successful Partnership Models to Transition Low-Skilled Adults to College and Career Success

Bill Browning

Wickford

College and Career Writing Ready! (Double Session) (Part I)

Peggy McGuire

Bristol A

Adult College Completion Toolkit

Sandy Goodman

Greenwich

Writing Instruction Videos for Adult Learners and for Professional Development

David Rosen

Narragansett/Ocean

Integrating Career Awareness into the ABE/GED®/ESOL Classroom

Chauncy Butcher, Karen Allen-Curtis, and Jeff Dail

Barrington

XENOS: Playing Games to Learn English

Alex Chisholm

Tiverton

Getting Ready for 2014: The Resources

Martin Kehe and Daphne Atkinson

Bristol B

SESSION VII

10:45 AM – 12:15 PM

Being a Good Student

Mina Reddy

Wickford

Exploring the Benefits of College-Going with Adult Learners: A “Why College?”

Lesson Plan

Eric Neutuch

Bristol B

Is Your State Up To The TASC™? Alternative High School Assessment for the 21st Century

Mitch Rosin

Tiverton

Making Computer Literacy Meaningful for Adult ELLs

Heather Tatton-Harris and Neela Jayaraman

Barrington

ETS High School Equivalency Testing (HiSET™) Program

Douglas Garcia

Rhode Island/Patriots

WORKSHOPS AT A GLANCE

Red, Yellow, Green: A Risk Assessment Model for Transition Programs

Adrienne Fontenot

Greenwich

Navigating the Dangerous Waters of Online Education

Sally Daniels and Lynne Witham

Narragansett/Ocean

College and Career Writing Ready! (Part II)

Peggy McGuire

Bristol A

Using The Life Skills, College, and Career Readiness Guide for ESOL Learners to Prepare Students for Next Steps

Carey Reid and Luanne Teller

Newport

12:30 PM – 1:45 PM

Lunch

PLENARY SESSION III

Grand Ballroom

Keynote Speakers: Hipolito Rosario and Edell Howard

SESSION VIII

2:00 pm – 3:30 pm

What Adult Basic Education Students Say After Visiting a College Campus

Joan Ford, Nicola Machado, and Stephen Fanus

Wickford

Coaching for College and Career Toolkit

Zeida Santos, Neela Jayaraman, and Shinobu Ando

Rhode Island/Patriots

Five Strategies for Successful Students

Silja Kallenbach

Narragansett/Ocean

WORKSHOPS AT A GLANCE

Building a Pipeline from ABE to Transition to College and Careers

Robin Hodgkinson and Kermit Dunkelberg

Newport

Future Now/ IMPACT: The Power of Mentoring

Hipolito Rosario, Mark Bodrick, Lakesa Powell, Jean Yao, Yoel Alvarado and IMPACT team

Tiverton

From the Field: Reaching Educational Achievement for College Transition

Allison Nelson

Bristol B

Three Organizations, One Goal: College Readiness Beyond Institutional Borders

Shawn Fisher, Robert Hibbard, Aisha Necoechea, and Amy Nishman

Bristol A

CONFERENCE SPONSORS

GOLD LEVEL

GED® Testing Service

SILVER LEVEL

ETS

Learning Games Network

McGraw-Hill Education

BRONZE LEVEL

Nellie Mae Education
Foundation

WES Global Talent Bridge



WEDNESDAY, NOVEMBER 13, 2013

8:00 AM onwards

Conference Registration
Grand Foyer

9:00 AM – 12:00 PM

PRECONFERENCE SESSIONS

CREATING CULTURES OF RESPECT IN THE ADULT EDUCATION CLASSROOM

Federico Salas-Isnardi
Salon IV

The ability to respect differences and work with diversity is a skill needed in the 21st century. Teachers learn to create safe classrooms for discussing the relationship between diversity and social justice. Participants will engage in activities to identify their own biases, develop the strengths of the learning community, and learn to integrate these concerns in the curriculum.

Federico Salas-Isnardi is an adult educator with 25 years of work in the field. He has worked as a teacher, administrator, professional developer, and consultant. He is a published author and Chair of Professional Development for Commission on Adult Basic Education (COABE).

TEACHING ABOUT CLEAN ENERGY FOR WORK, HOME, AND COMMUNITY

Sandy Goodman and Alex Risley Schroeder
Salon V

The *ABE Clean Energy Ambassadors* project was designed to provide clean energy industry background information, key concepts and real-world industry exposure to participating program staff and students. The project enhanced staff capacity to teach students about clean energy and provide informed guidance on local clean energy career and training opportunities. In this interactive workshop, participants will learn about the project activities, curriculum resources, and outcomes. The workshop will discuss ways you can incorporate them into your own teaching, advising and program design. Resources and tools you can use to investigate the potential clean energy career and training opportunities in clean energy will also be identified.

Sandy Goodman is the Director of Career Pathways at the National College Transition Network (NCTN), where her work includes designing and leading college transition and career pathways initiatives.

Alex Risley Schroeder has 20 years of experience in the fields of adult basic education and workforce development. Since launching Finding Earth Works, she has helped educators and program developers integrate “green economy” thinking into their curricula.

RETHINKING SCIENCE INSTRUCTION

Cynthia Zafft
Salon II

What are the instructional shifts you need to consider as you prepare students in the science content area? Recent changes in high school completion requirements mean that adult learners need deeper conceptual understanding, knowledge, and practice problem solving within a science context. This interactive workshop will focus on science principles and practices with both textual and quantitative examples. Participants will have some fun with science as they sample classroom activities that include the three major content domains: life science, physical science, and Earth and space science.

Cynthia Zafft is the Senior Advisor for the National College Transition Network (NCTN) and principal investigator for Region 1 of the Literacy Information and Communication System (LINCS), a U.S. Department of Education, Office of Vocational and Adult Education initiative.

NURTURING RESILIENCE IN TRANSITIONS STUDENTS

Cynthia Peters
Salon III

This workshop explores teaching styles and concrete tools that nurture resilience in transitions students. Learn about approaches that are both personally and collectively empowering and that help students stay in school and meet their goals. See lessons modeled and leave with ready-to-use lesson plans.

Cynthia Peters is the editor of *The Change Agent* at World Education, Inc. She previously taught ABE, ESOL, Bridge to College, and the Adult Diploma Program through the Worker Education Program in Boston.

1:00 PM – 2:30 PM**SESSION I****GETTING INVOLVED: CONTEXTUALIZING INSTRUCTION IN ADULT BASIC EDUCATION**

Laurie Weston

Salon II

This workshop provides adult basic educators with relevant, effective, and motivating strategies, techniques, and lessons for contextualized instruction designed to increase achievement and retention. The presentation is also intended to motivate teachers to step out of the traditional mode of instructional delivery (lecture and workbooks) and have fun teaching again!

Laurie Weston is the Chair of Transitional Studies at Pitt Community College in North Carolina. She is also a staff development/instructor mentor at Beaufort County Community College. Laurie has been an educator for more than 30 years and was a former assistant principal and middle grades teacher.

A STREAMLINED READING PROCESS: WHAT TO DO BEFORE, DURING, AFTER

Mary Lou Friedline

Bristol A

Participants will leave with activities to use with learners of all ages and ability levels. The workshop will use readily available graphic organizers and demonstrate how to adapt them to accompany existing classroom materials. A free site that accompanies developmental/college texts will be used, and Accuplacer/Compass resources that include diagnostics will be examined.

Mary Lou Friedline has taught ABE/GED®, ESOL, and Transitioning for 26 years at the Private Industry Council in Southwest Pennsylvania. She is the In-House PD Specialist and is a Certified Reading Specialist.

ELECTRONIC ENGAGEMENT: EMPOWERING YOUNG ADULTS' TRANSITION TO A COLLEGE CREDIT WORKFORCE DEVELOPMENT PROGRAM

Dominic Mentor

Salon I

This study compared young adult, college credit earning students' mobile learning (mLearning) adoption of a Learning Management System (LMS) with their instructor's approach to the mLearning tools. Students' challenges and successes encountered by transitioning to a college credit workforce development program and the educational gains made since transitioning from paper based teaching to mLearning will be described.

Dominic Mentor initiated and co-teaches the nation's first mobile phone learning class in the Teachers College at Columbia University, NY. His research includes the pedagogical potential of mobile communication, academic literacy for adult learning and e/mLearning.

MAINE COLLEGE TRANSITION + ADVISING SUCCESS = DOUBLE FUNDING!

Nancy Dionne
Salon V

Maine's College Transition program, a model statewide initiative, has a key critical ingredient – advising. Recognizing a winner, Maine's Legislature doubled the program's funding then redefined adult education as a career pathways model, requiring even more advising. In response, a field-based team developed advising core values and an advising toolkit. Learn the details!

Nancy Dionne journeyed from first grade teacher to day care provider, private school teacher, and Head Start administrator before she began in adult education as a Family Literacy administrator then coordinated a College Transition program in Maine.

FINDINGS FROM THE ADULT TRANSITIONS LONGITUDINAL STUDY (ATLAS) (DOUBLE SESSION) (PART I)

Cristine Smith
Bristol B

Learn about the findings from the ATLAS study, implemented by UMass Amherst and World Education with funding from the Nellie Mae Education Foundation. ATLAS followed over 200 ABE-to-College transition course participants for five years to uncover the factors that influenced them in enrolling, persisting, and succeeding in college.

Cristine Smith is an Associate Professor at the University of Massachusetts Amherst. Previously, she served as Deputy Director of the National Center for the Study of Adult Learning and Literacy.

TEACHING ABOUT CLEAN ENERGY FOR WORK, HOME, AND COMMUNITY

Sandy Goodman and Alex Risley Schroeder
Salon III

The ABE Clean Energy Ambassadors project was designed to provide clean energy industry background information and real-world industry exposure to ABE staff and students. In this interactive workshop, participants will learn about the project activities, curriculum resources, and outcomes. The workshop will discuss ways you can incorporate them into your own teaching, advising, and program design.

Sandy Goodman is the Director of Career Pathways at the National College Transition Network (NCTN), where her work includes designing and leading college transition and career pathways initiatives.

Alex Risley Schroeder has 20 years of experience in the fields of adult basic education and workforce development. Since launching Finding Earth Works, she has helped educators and program developers integrate “green economy” thinking into their curricula.

JUMPSTARTING COLLEGE SUCCESS FOR ESOL STUDENTS

Bevin Taylor and Monica LeMoine
Salon IV

Highline’s Jumpstart Program is “jumpstarting” ESOL students to transition into college credit programs by placing selected students directly into developmental reading and writing classes, along with supplemental ESOL support. The program has successfully transitioned 70% of participants to college. Presenters share how this model works from an instructional and administrative perspective.

Bevin Taylor teaches all levels of ESOL to immigrant and refugee adults at Highline Community College in Washington, where she is also ABE/GED®/ESOL Department Coordinator.

Monica LeMoine teaches college composition and remedial writing courses at Highline Community College. She co-founded the Jumpstart Program with colleague Bevin Taylor, and is actively involved in transition-to-college efforts on her home campus.

2:45 PM – 4:15 PM

SESSION II

THE PROMISE OF MOBILE LEARNING IN ADULT EDUCATION

Kathy Evans, Amanda Kelly, Steve Quann, and Joan Schottenfeld
Bristol A

Presenters will share their experience participating in the NCTN Mobile Learning Project. Teachers in this project created word lists to be accessed in apps on mobile devices, experimented with a flipped approach to learning, collected data on student progress and implemented evidenced-based teaching strategies which supported career pathways in the areas of academics and health.

Kathy Evans teaches English language learners at The Rhode Island Family Literacy Initiative (RIFLI).

Amanda Kelly is the Coordinator of the ESOL Career Pathways Bridge program and an Adjunct Faculty member at Northern Essex Community College in Massachusetts. She has a background in literacy development and contextualized teaching.

Steve Quann is the Senior Advisor for Technology in Education for World Education, where he advises programs and facilitates workshops both nationally and internationally. He designs curriculum, advises on the use of technology in education and develops Elearning.

Joan Schottenfeld is the Educational and Career Counselor at Boston Centers for Youth & Families (BCYF) Perkins Adult Literacy School in Dorchester, MA. She also serves as a Massachusetts state trainer for STAR (Student Achievement in Reading).

CREATING A SAFE SPACE FOR LGBTQ STUDENTS IN ADULT LITERACY

Elena Pearson

Salon II

The goal of this workshop is to provide adult education program staff (instructors and administrators) with the tools to create a positive and safe learning environment for LGBTQ students.

Elena Pearson is the co-creator and program manager for the Hetrick-Martin Institute's very successful GED® program targeted to LGBTQ youth.

STRENGTHS AND GROWTH AREAS – CREATING STUDENT SUCCESS THROUGH OPEN FEEDBACK

George Nippo and Madeline Burke

Salon I

Research has shown that Millennials need constant feedback to ensure their success. At Year Up, our feedback model is one in which students and staff critique one another's strengths and growth areas. In this interactive session, we will discuss how feedback can be used in a classroom setting to improve student performance and workforce readiness.

George Nippo is the Program and Academic Director at Year Up in Providence, RI. Prior to working at Year Up, he was the director of the LIFE (Lake Atitlan International Facility for Education) School in Panajachel, Guatemala.

Madeline Burke is a Customer Service Instructor at Year Up in Providence, RI. Currently, her research interests include learning styles of nontraditional students and instructional design.

SELF-ADVOCACY: TEACHING STUDENTS TO TAKE OWNERSHIP OF THEIR EDUCATION

Linda Kozacek and Chris Specht

Salon IV

Participants will learn about a scaffolding approach to teaching the skills and knowledge to become self-advocates in their education. When students take ownership of their education, beyond sitting in the classroom, they achieve more positive outcomes in postsecondary programs.

Linda Kozacek, a Transition Counselor for Johnson County Adult Education since 2009, was also the 2012 recipient of the Kansas Adult Education's TYRO Adult Educator Award.

Chris Specht is a transition counselor for Johnson County Adult Education in Kansas. Prior to this position, she taught literature courses in the Master of Liberal Arts program at Baker University.

FINDINGS FROM THE ADULT TRANSITIONS LONGITUDINAL STUDY (ATLAS) (PART II)

Cristine Smith

Bristol B

Learn about the findings from the ATLAS study, implemented by UMass Amherst and World Education with funding from the Nellie Mae Education Foundation. ATLAS followed over 200 ABE-to-College transition course participants for five years to uncover the factors that influenced them in enrolling, persisting and succeeding in college.

Cristine Smith is an Associate Professor at the University of Massachusetts Amherst. Previously, she served as Deputy Director of the National Center for the Study of Adult Learning and Literacy.

HOW TO CREATE A SUCCESSFUL TRANSITIONS PROGRAM

Charlene Gill

Salon V

Participants will learn about the best features and most promising practices of successful Transitions Programs. The workshop will address topics such as crafting an effective program design and synopsis, establishing buy-in, writing the budget(s), hiring quality faculty and staff, and recruiting dedicated students. Attendees will also have the opportunity to begin designing their own programs, share their ideas with their colleagues, and hear other participants' ideas.

***Charlene Gill** is currently the Coordinator for Austin Community College (ACC)'s Transitions Program. Before coming to this position, she taught GED® and College Prep courses at ACC as well as English Composition and literature courses at Texas State University.*

WHERE DO U.S. ADULTS' SKILLS RANK INTERNATIONALLY?

Heidi Silver-Pacuilla

Salon III

Learn more about the Program of International Assessment of Adult Competencies (PIAAC) data and policy recommendations. This international survey of adult skills and competencies shows that the U.S. has much more work to do to prepare adults for the global economy and the jobs of the future.

***Heidi Silver-Pacuilla's** expertise is in adult literacy, educational technology, implementation, and professional development. She oversees national activities that improve instruction in programs across the country.*

4:00 PM – 10:00 PM

PROVIDENCE SHUTTLE (ticket required)

Main Lobby

We are pleased to offer a shuttle service from the Crowne Plaza Hotel to Federal Hill and the Providence Place Mall in Providence, RI. For tickets, scheduling, and information on activities and attractions, please visit the registration desk in the Grand Foyer.



THURSDAY, NOVEMBER 14, 2013**7:30 AM – 8:45 PM**Breakfast
*Grand Foyer***8:00 AM – 9:00 AM**Peer Networking
Grand Ballroom

A time to explore the burning questions and ideas that you see as critical to your work. By choosing from among a variety of groups organized around participant generated themes, you have the opportunity to discuss the issues that matter most to you.

9:00 AM – 10:30 AM**SESSION III**
**PREPARING FOR THE COMMON CORE: USING CONTEXTUALIZED INSTRUCTION
TO HELP STUDENTS MEET MORE RIGOROUS STANDARDS (DOUBLE SESSION) (PART I)**

Wynne Ferdinand, Amy Dalsimer, and Viktoriia Dudar
Bristol A

LaGuardia's innovative GED® Bridge to College and Careers Program has great success using contextualized, career-focused instruction. Workshop participants will explore how contextualized instruction addresses adult students' motivations for returning to school and meets the demands of the new high school equivalency exams and the new College and Career Readiness Standards.

***Wynne Ferdinand** is the Assistant Director of Pre-College Academic Programming Department at LaGuardia Community College. She works with instructors and program managers to develop curriculum and program materials for the Bridge Program and NYBEST initiatives.*

***Amy Dalsimer** is the Director of Pre-College Academic Programming at LaGuardia Community College of the City University of New York. She directs a variety of adult literacy, workforce development, and college transition initiatives.*

***Viktoriia Dudar** works as a curriculum developer and instructor in Pre-College Academic Programming Department at LaGuardia Community College.*

CONTEXTUALIZING CURRICULUM: COMBINING ABE/ELL AND TECHNICAL LEARNING OBJECTIVES (DOUBLE SESSION) (PART I)

Karla Sampselles and Shawn Jensen

Rhode Island/Patriots

Teaming with a Technical or ABE/ELL instructor for the first time? Wondering where you fit in or how to accomplish your learning objectives while supporting your co-instructor's objectives? Join us to explore ways to contextualize curriculum, brainstorm contextualized activities, and take home ideas you can use in your own classrooms.

***Karla Sampselles** is an instructor in the Medical Assistant Career Launch (RISE) program at Northeast Wisconsin Technical College. She also provides Team Teaching training to organizations interested in combining ABE/ELL and Technical curriculum.*

***Shawn Jensen** is an ESOL Instructor at Northeast Wisconsin Technical College in Green Bay, WI. She has been instrumental in developing RISE /Career Pathways programming, which pairs English learning with a trade.*

CRITICALLY RETHINKING LITERACY IN THE 21ST CENTURY TRANSITIONS CLASSROOM

Federico Salas-Isnardi

Narragansett/Ocean

The concept of literacy has become increasingly complex. To help students succeed in their transitions to college and further education, we need to critically assess how literacy skills have changed and what 21st century skills need to be integrated in the curriculum at all levels of the ESOL and ABE spectrum.

***Federico Salas-Isnardi** is an adult educator with 25 years of work in the field. He has worked as a teacher, administrator, professional developer, and consultant. He is a published author and Chair of Professional Development for Commission on Adult Basic Education (COABE).*

PROMOTING HEALTHY PERSONAL POWER WITH ADULT EDUCATION STUDENTS (DOUBLE SESSION) (PART I)

Craig Piso

Tiverton

Based upon “Healthy Power – Pathways to Success in Work, Love and Life” (Balboa Press, 2012), participants will be trained in the eight core dimensions of personal power development. The focus will be helping students become more responsible and resilient with the primary goal of increasing persistence toward successful educational outcomes.

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

PREPARING FOR THE PARADIGM SHIFT: STRATEGIC PLANNING FOR A CULTURE OF TRANSITIONS (DOUBLE SESSION) (PART I)

Dionne Maxie and Crystal Bessix

Wickford

This session will discuss the paradigm shift of adult education across the United States. Current program measures will be reviewed with a critical look at new requirements. Participants will develop a plan on how to not compromise current measures while embracing the new. The fundamentals of crafting strategy, implementing processes, and the elements of a productive culture will be explored. Participants will leave with a template for an action plan for transition that can be used at their organization.

Dionne Maxie has over 17 years of experience in the entire education sector. She has provided organizational effectiveness, executive level administrative support, board relations, and program and diversity management for school districts, higher education institutions, and nonprofits.

Crystal Bessix has over 13 years of experience in higher education, administration, strategic planning and management, marketing and communications, branding, nonprofit management, training, and development, and is the lead distance learning instructor at Lone Star College, TX.

STARTING COLLEGE BEFORE COLLEGE

Dagney Velazquez and Rosemary Lischka

Barrington

“What’s a credit hour?” For aspiring first generation college students, preparedness is more than just basic academic skills; it’s an overwhelming list of unknowns in the labyrinth of academia. Kansas City Kansas Community College (KCKCC) implemented a program to prepare adult education students for postsecondary while they earn college credit even before attaining their GED®.

Dagney Velazquez is the transition advisor at KCKCC as well as the coordinator for Accelerating Opportunity, a federal grant to help students gain basic skills while pursuing a professional certificate.

Rosemary Lischka has been involved with Adult Education for over 25 years as an instructor, coordinator, and director. She is also currently managing an Accelerating Opportunity Grant at KCKCC.

PROMOTING SUCCESSFUL TRANSITIONS: THE NATIONAL EXTERNAL DIPLOMA PROGRAM MODEL

Stacey Downey and Melissa Dayton
Greenwich

The National External Diploma Program (NEDP) promotes successful transitions from adult education to postsecondary education. Participants will learn how adult educators are implementing the NEDP and preparing adult learners for transition through the demonstration of transferable skills needed for success in postsecondary education.

Stacey Downey is the Director of the NEDP and oversees the management of the NEDP, develops NEDP policies, and is coordinating the 2013 transition to the web-based NEDP system.

Melissa Dayton, Workforce Program Specialist, coordinates assessment development activities for the NEDP. She is also involved with CASAS workforce development initiatives in the U.S. and Singapore.

INTRODUCING MYGED™ PORTAL

Cassandra Brown

Bristol B

MyGED™ is the start-to-finish online program for test-takers and those who work with them. Think simplified online registration/scheduling meets test preparation and college-and-career transitions—a systematic approach designed for adult learners that covers every step beginning with test preparation to planning for careers and college. The session will focus on how learners and educators can both use MyGED™ to manage the essential transitions.

Cassandra Brown is a Senior Manager at GED® Testing Service, overseeing the marketing communications and student outreach programs.

SUPPORTING ENGLISH LANGUAGE LEARNERS IN REACHING THE COLLEGE AND CAREER READINESS STANDARDS

Andy Nash

Newport

The College and Career Readiness Standards do not address practices or strategies specific to supporting the needs of English language learners. This session will examine the scaffolding that is required to support those students and consider ways the English Language Arts Instructional Shifts can inform ESOL instruction.

Andy Nash is the Director of the New England Literacy Resource Center (NELRC) and is also a Professional Development Specialist at World Education, Inc.

10:45 AM – 12:15 PM

SESSION IV

PREPARING FOR THE COMMON CORE: USING CONTEXTUALIZED INSTRUCTION TO HELP STUDENTS MEET MORE RIGOROUS STANDARDS (PART II)

Wynne Ferdinand, Amy Dalsimer, and Viktoriia Dudar

Bristol A

LaGuardia's innovative GED® Bridge to College and Careers Program has great success using contextualized, career-focused instruction. Workshop participants will explore how contextualized instruction addresses adult students' motivations for returning to school and meet the demands of the new high school equivalency exams and the new College and Career Readiness Standards.

***Wynne Ferdinand** is the Assistant Director of Pre-College Academic Programming Department at LaGuardia Community College. She works with instructors and program managers to develop curriculum and program materials for the Bridge Program and NYBEST initiatives.*

***Amy Dalsimer** is the Director of Pre-College Academic Programming at LaGuardia Community College of the City University of New York. She directs a variety of adult literacy, workforce development, and college transition initiatives.*

***Viktoriia Dudar** works as a curriculum developer and instructor in Pre-College Academic Programming Department at LaGuardia Community College.*

CONTEXTUALIZING CURRICULUM: COMBINING ABE/ELL AND TECHNICAL LEARNING OBJECTIVES (PART II)

Karla Sampsel and Shawn Jensen
Rhode Island/Patriots

Teaming with a Technical or ABE/ELL instructor for the first time? Wondering where you fit in or how to accomplish your learning objectives while supporting your co-instructor's objectives? Join us to explore ways to contextualize curriculum, brainstorm contextualized activities, and take home ideas you can use in your own classrooms.

***Karla Sampsel** is an instructor in the Medical Assistant Career Launch (RISE) program at Northeast Wisconsin Technical College. She also provides Team Teaching training to organizations interested in combining ABE/ELL and Technical curriculum.*

***Shawn Jensen** is an ESOL Instructor at Northeast Wisconsin Technical College (NWTC) in Green Bay, WI. She has been instrumental in developing RISE/Career Pathways programming, which pairs English learning with a trade.*

CLASSROOMS TO CAREERS: THE PHILADELPHIA STORY

Mike Vail

Barrington

This practitioner focused workshop will explore effective strategies and materials for seamlessly incorporating 21st Century skills aligned with workforce contextualized instruction in a traditional ABE/GED® class. Facilitators will share classrooms-to-careers competencies, standards, practices, and outcomes recently implemented in classes for adults and out of school youth in Philadelphia.

Mike Vail has worked in the fields of adult and out of school youth education for over 25 years. He currently teaches workforce, college bridge, and GED® classes for District 1199c in downtown Philadelphia, PA.

PROMOTING HEALTHY PERSONAL POWER WITH ADULT EDUCATION STUDENTS (PART II)

Craig Piso

Tiverton

Based upon “Healthy Power – Pathways to Success in Work, Love and Life” (Balboa Press, 2012), participants will be trained in the eight core dimensions of personal power development. The focus will be helping students become more responsible and resilient with the primary goal of increasing persistence toward successful educational outcomes.

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

PREPARING FOR THE PARADIGM SHIFT: STRATEGIC PLANNING FOR A CULTURE OF TRANSITIONS (PART II)

Dionne Maxie and Crystal Bessix

Wickford

This session will discuss the paradigm shift of adult education across the United States. Current program measures will be reviewed with a critical look at new requirements. Participants will develop a plan on how to not compromise current measures while embracing the new. The fundamentals of crafting strategy, implementing processes, and the elements of a productive culture will be explored. Participants will leave with a template for an action plan for transition that can be used at their organization.

Dionne Maxie has over 17 years of experience in the entire education sector. She has provided organizational effectiveness, executive level administrative support, board relations, and program and diversity management for school districts, higher education institutions, and nonprofits.

Crystal Bessix has over 13 years of experience in higher education, administration, strategic planning and management, marketing and communications, branding, nonprofit management, training and development, and is the lead distance learning instructor at Lone Star College, TX.

HOW TO MANAGE, EVALUATE, AND EXPAND YOUR TRANSITIONS PROGRAM

Charlene Gill
Greenwich

In this workshop, participants will learn promising management and evaluation practices as well as ideas for expansion and sustainability. Topics such as retaining and supporting students, faculty, and staff; developing effective program materials; designing, implementing, and analyzing program evaluations; and sustaining, scaling, and expanding transitions programs will be discussed. Attendees will have the opportunity to work on their own management, evaluation, and expansion plans during the workshop, share their ideas with their colleagues, and hear other participants' ideas as well.

Charlene Gill is currently the Coordinator for Austin Community College (ACC)'s Transitions Program. Before coming to this position, she taught GED® and College Prep courses at ACC as well as English Composition and literature courses at Texas State University.

DESIGNING PATHWAYS TO TRANSITION ESOL STUDENTS TO ACADEMIC AND CAREER PROGRAMS

Sylvia Ramirez and Ruth Gay
Bristol B

Transitioning ESOL students to postsecondary and career education is an important federal and state goal for our programs. MiraCosta College has been working on this initiative for several years. The presenters share strategies for the development of program pathways and bridging curriculum to promote academic skills proficiency.

Sylvia Ramirez is a Professor Emeritus at MiraCosta College in California. She has almost 40 years of teaching experience in adult ESOL including multilevel, vocational ESOL, family literacy, distance learning, and transition courses. In addition to teaching, she has worked as a teacher educator, writer, and consultant.

***Ruth Gay** is a noncredit ESOL professor at MiraCosta College. She has 16 years of teaching experience in both credit and noncredit ESOL instruction. Her current assignment focuses on helping noncredit students successfully transition to credit classes.*

SUCCESS COACHING – THE RETENTION FOUNDATION FOR LOW-SKILLED STUDENTS

Mary Pat Behler

Narragansett/Ocean

Transitioning from adult education to college is fraught with challenges for low-skilled students, many of whom are first generation college students. Learn how Gateway Community and Technical College developed the foundation for increasing student retention through success coaching. Strategies discussed will include initial interviewing and providing the type of vital information needed by students to ensure retention.

***Mary Pat Behler** has over the past twelve years developed an expertise in grant project management. All of the college initiatives, especially Breaking Through and Accelerating Opportunity, have focused on the retention of high-risk students.*

A DISCUSSION OF DEEPER LEARNING AND ADULT BASIC EDUCATION

Lara Couturier and Rachel Pleasants McDonnell

Newport

Discussions about reforms in adult basic education have in recent years focused on seat time and program structure. Now that promising reforms are underway, it's time to pause and consider how to ensure deeper learning outcomes for our students. Representatives of Jobs for the Future (JFF) and its Students at the Center initiative will discuss what we have learned about deeper learning and run an interactive discussion about deeper learning and its relationship to equity, quality, and opportunity in adult basic education.

***Lara Couturier** leads research and publications for JFF's Postsecondary State Policy Network. Before JFF, Lara conducted research and evaluations for Achieving the Dream and other higher education initiatives and organizations as an independent consultant.*

***Rachel Pleasants McDonnell** provides management and research support for Accelerating Opportunity and also provides research support for Breaking Through, JFF's collaboration with National Council for Workforce Education.*

12:30 PM – 1:45 PM**PLENARY SESSION I**

Lunch

*Grand Ballroom***CONFERENCE OPENING****Keynote Speaker:** *Dr. Brenda Dann-Messier*

Dr. Brenda Dann-Messier was nominated by President Obama to be the Assistant Secretary for Vocational and Adult Education. Prior to coming to the United States Department of Education, Dr. Dann-Messier served for a decade as the President of Dorcas Place, a community-based adult education agency based in Providence, RI. Dr. Dann-Messier has been a tireless advocate for the adult learner, serving on numerous state and local boards. She was member of the Rhode Island Board of Governors for Higher Education and chaired its Academic and Student Affairs Subcommittee. Brenda is frequently a presenter at national and international conferences and forums, including the National Commission on Adult Basic Education, Council for Opportunity in Education, National Center for Family Literacy, and the European Access Network.

2:00 PM – 3:30 PM**SESSION V****SCHOOLGY – INTEGRATING TECHNOLOGY IN THE ABE CLASSROOM***

Heather Turngren

Tiverton

Embedding technology skills into curriculum is needed for students to transition to postsecondary education and the 2014 GED®. The presenter will demonstrate one method, Schoology, to incorporate technology. Participants will learn how a virtual classroom platform works. The presenter will share resources and materials that will assist teachers in technology integration.

Heather Turngren is a teacher and Curriculum Coordinator with Minneapolis Adult Education.

**This is an interactive session. Please bring a laptop or tablet to participate fully.*

REDUCING ASSESSMENT ADMINISTRATION TIME WITH TABE® ONLINE

Mitch Rosin and Mike Johnson

Rhode Island/Patriots

This session will demonstrate the efficiencies of TABE® Online, offering adult educators flexible options for delivering, scoring, and reporting assessments.

Mitch Rosin is an Editorial Director with the McGraw-Hill Companies where he has managed curriculum development and assessments for Adult Education. As a national consultant, Mitch is responsible for working on adult education assessments.

Mike Johnson is the Adult Education National Manager at CTB/McGraw-Hill. Mike is responsible for guiding the development of all the TABE and TASC assessments to meet the needs of both Adult Learners in ESL, Basic Skills and High School Equivalency programs.

PREPARING THE WHOLE LEARNER: DESIGNING, DEVELOPING, AND DELIVERING A WELDING CERTIFICATE COURSE IN RURAL MINNESOTA

Britt Gulstrand and Theresa Luther-Dolan

Newport

Learner persistence and retention is a common and frustrating challenge for adult educators. This presentation will describe the pathway to supporting the whole learner. Strategies will be presented for identifying common barriers to learning, facilitating an effective learner-centered goal setting process, providing support in or out of the classroom, creating stop-out plans, and facilitating transitions to further training and/or careers.

Britt Gulstrand is Lead ESOL Instructor in Red Wing, MN. She has been teaching ABE for two years.

Theresa Luther-Dolan is the ABE Director for a rural Minnesota program that covers two counties. She has been an ABE/ESOL instructor for over 20 years and is currently a regional ABE transitions coordinator for southeastern Minnesota.

FINDINGS FROM THE FIELD: SUCCESS IN CONTEXTUALIZED INSTRUCTION FOR GED® PREPARATION

Joseph Broadus

Bristol A

LaGuardia Community College's GED® Bridge to College and Careers was the subject of a 2013 ground breaking study conducted by MDRC, which found that career-focused, contextualized instruction leads to greater success on the GED®, and in college enrollment. This presentation will provide an overview of the research findings and the Bridge model.

Joseph Broadus is a Research Analyst at MDRC. He conducts research on the implementation and effectiveness of a variety of employment and education programs for low-income communities.

THE SECRETS OF COLLABORATIVE COACHING

Stephanie Dreiling and Stan Ploutz
Wickford

In this session, participants will learn about coaching from their desk, in the classroom, and on the shop floor. Coaching has proven to be an essential ingredient in helping students to navigate the often unexplained world of postsecondary education. Participants will explore results of this collaborative model.

Stephanie Dreiling impacts the personal and educational lives of students daily by helping them make successful educational and career decisions. She guides students to find and use strengths and abilities to further their education in their chosen career field.

Stan Ploutz, former classroom teacher and principal in Kansas, now works with Hutchinson Community College as an Adult Education Instructor. Stan currently works with the Accelerating Opportunity Kansas grant program as a classroom facilitator for industrial education.

MAKE DEVELOPMENTAL MATH INSTRUCTION ENGAGING, EFFICIENT, AND EFFECTIVE

Bob Khouri
Bristol B

ModuMath's interactive instruction is designed for learners who struggle with math. Video tutorials accommodate visual, auditory and contextual learners. Frequent comprehension checks adapt content and pace to each learner's needs. Whether on-site or online, ModuMath builds a strong math foundation in GED®-prep and college preparedness programs. Free ModuMath trials will be available to attendees.

Bob Khouri has, for over 20 years, worked in the development, marketing and implementation of interactive, adaptive video courseware designed to accommodate the instructional needs of adult remedial learners.

THINKING DIFFERENTLY: LD/ADHD AND THE JOURNEY TO EMPOWERMENT

Patrick Rosanelli

Barrington

Patrick will walk the audience through his journey of educational and personal change, providing a new understanding of LD/ADHD and “learning” itself. At the core is a message of empowerment, academic success, and educational revolution for people who think differently. The presentation will also provide hands-on tips for academic success.

Patrick Rosanelli is an Eye to Eye mentor. He has shared his story with Sen. Sheldon Whitehouse, testified before RI General Assembly, and is a “Strike Out Stigma National Tour” Team Member.

KEY 21ST CENTURY SKILLS: READING, WRITING AND STANDING UP FOR YOURSELF

Cynthia Peters

Greenwich

With massive changes in the global economy, all learners who want to improve their prospects will need not just to succeed in work or school but to affect change in what is offered. This workshop will look at methods for teaching basic skills in a way that nurtures the student’s sense of agency about his or her life.

Cynthia Peters is the editor of The Change Agent and has many years of experience as an ABE, ESOL, GED®, and transitions teacher.

ACCELERATING OPPORTUNITY: LESSONS LEARNED

Rachel Pleasants McDonnell, Randall Wilson, Nate Anderson, and Alexandra Waugh

Narragansett/Ocean

Over the past two years Accelerating Opportunity states and colleges have learned a lot about implementing high-quality integrated career pathways, and Jobs for the Future (JFF) has created a variety of tools to support implementation. During this session, we will share some of those lessons and resources so that you can utilize them in your own programs. You will also have a chance to view some of our online tools, including the Field Guide to Integrated Pathways, the Braided Funding Toolkit, and the Career Pathways Tool.

Rachel Pleasants McDonnell is the Senior Project Manager for Building Economic Opportunity where she provides management and research support for Accelerating Opportunity and also provides research support for Breaking Through, JFF's collaboration with National Council for Workforce Education.

Randall Wilson is the Senior Project Manager for CareerSTAT where he works on several JFF projects designed to help low-skilled adults advance to family-sustaining careers.

Nate Anderson is the Senior Project Manager for Building Economic Opportunity at JFF where he works on the Accelerating Opportunity and Breaking Through initiatives, both national efforts to improve the success rates of students enrolled in Adult Education.

Alexandra Waugh is a Project Manager for Building Economic Opportunity where she helps manage JFF projects focused on helping low-income adults train for and succeed in jobs with career advancement potential. This work includes a focus on "green" jobs through JFF's Green-Ways initiative.

3:30 PM – 4:30 PM

Exhibitor Showcase

Grand Foyer

Join us in the Grand Foyer to learn from our various exhibitors and enjoy some afternoon refreshments!

4:00 PM – 10:00 PM

Providence Shuttle (ticket required)

Main Lobby

We are pleased to offer a shuttle service from the Crowne Plaza Hotel to Federal Hill and the Providence Place Mall in Providence, RI. For tickets, scheduling, and information on activities and attractions, please visit the registration desk in the Grand Foyer.

4:30 PM – 6:00 PM**POLICY PANEL***Grand Ballroom***INNOVATIONS TO EXPAND FINANCING FOR ADULT STUDENTS' COLLEGE SUCCESS**

Adult students' ability to meet their financial needs often determines their access to and success in college. Efforts to build college and career readiness for adults must include promoting interventions aimed at bridging the gap between students' financial aid and the cost of college. The range of interventions presented by panelists range from a program based scholarship program to the advocating for federal and state policies that leverage and coordinate student financing from many sources (e.g., WIA Title I, TAA, TANF, and student financial aid).

Panelists:

Dr. Brenda Dann-Messier, Assistant Secretary, OVAE/US Department of Education

Vania Estanek, Graduate of the ESOL and transitions to college program at the Cambridge Community Learning Center

Mina Reddy, Director, Cambridge Community Learning Center

Nate Anderson, Senior Project Manager for Building Economic Opportunity, Jobs for the Future

Loh-Sze Leung, Executive Director, SkillWorks

Moderator:

Ellen Hewett, Director, National College Transition Network

6:00 PM – 8:00 PM**NCTN RECEPTION***Rotunda*

Celebrate years of learning and networking! Join the NCTN team at the reception honoring the seventh anniversary of our national conference. The reception is held to thank all who have helped to make the conference an annual success.

FRIDAY, NOVEMBER 15, 2013

8:00 AM – 9:00 AM

Breakfast

PLENARY SESSION II*Grand Ballroom***Keynote Speaker:** *Martin Kehe*, Vice President, Products, GED® Testing Service**THE 2014 GED® PROGRAM: HELPING ADULT LEARNERS MAKE CRITICAL TRANSITIONS**

What does it take to help adult learners succeed? What is required for them to qualify for the middle-skill jobs that go unfilled annually? You already know that there will be a new GED® test in January 2014. But the 2014 test is just one part of the new 2014 GED® Program, an approach built from a comprehensive analysis of the adult education ecosystem, and our experience and collaborative work with adult learners, educators, employers, and post-secondary administrators. Learn how GED® Testing Service took input from key stakeholders--adult learners, educators, and employers and designed an end-to-end program focused on providing adult learners with additional skills for careers, training, and college.

9:00 AM – 10:30 AM**SESSION VI****CSM – WEB-BASED FOUNDATIONAL SKILLS COURSE INCORPORATING LEARNING STRATEGIES AND AFFECT**

David Goldberg and Laura Bryant
Rhode Island/Patriots

This session introduces Core Skills Mastery (CSM), a free web-based adaptive course that accelerates and deepens math and literacy skills, teaches problem-solving and critical thinking, enhances independent learning, and addresses persistence, carefulness, self-reliance, and other traits. CSM provides differentiated instruction and focuses teachers on strategic interventions that build better learners.

David Goldberg is the CEO and founder of Apprion, the company that developed CSM, and comes from a wide-ranging technical background.

***Laura Bryant** is an Advisor and Instructor at RSU 24 Adult Education in Ellsworth, Maine. She began her teaching career in 2005 and has been working with adults since 2011. She has been using CSM with her students as part of her focus on making math relevant.*

OFF TO COLLEGE AFTER GED® TESTING: APPLYING THE RESEARCH

Margaret Patterson
Newport

In the seven-state Perceptions and Pathways research project, 85 interviewees shared their educational stories about GED® testing, college decision-making, and college experiences. Interviewees made specific recommendations on how to reach them, teach them, and encourage them. Participants will discover how to use interviewees' experiences with current adult learners.

***Margaret Patterson** has administered and taught adult education in Nebraska, Nevada, and Kansas, was Research Director at GED® Testing Service, and is now Senior Researcher with Research Allies for Lifelong Learning in Virginia and serves on the board of the National Coalition for Literacy.*

SUCCESSFUL PARTNERSHIP MODELS TO TRANSITION LOW-SKILLED ADULTS TO COLLEGE AND CAREER SUCCESS

Bill Browning
Wickford

The Aspen Institute's Courses to Employment (C2E) demonstration project studied partnerships between community-based training programs and community colleges. C2E's reports show how adult trainees move rapidly from bridge programs to college credit studies and new careers. Participants in this session will learn about successful partnership models and receive a toolkit.

***Bill Browning** serves as Senior Program Manager with The Aspen Institute's Workforce Strategies Initiative. For 25 years, he has developed and managed skills training and career education programs in corporate America, nonprofits, and community colleges.*

COLLEGE AND CAREER WRITING READY! (DOUBLE SESSION) (PART I)

Peggy McGuire
Bristol A

Are your transition-level adult students ready to demonstrate the college and career readiness writing knowledge, skills and strategies that will be tested by the 2014 GED® exam? Come explore what they need to know, what they need to do, and how we adult educators can best prepare them for success.

***Peggy McGuire** is a former adult education teacher and program director. She currently develops and facilitates online and in-person teacher training in standards-based writing and is lead author on numerous writing instruction resources.*

ADULT COLLEGE COMPLETION TOOLKIT

Sandy Goodman
Greenwich

Tour the U.S. Department of Education's Adult College Completion Toolkit to learn about strategies that support student transitions to college. The toolkit contains resources for state level administrators and local practitioners and session participants will discuss ways to apply the resources to their own states, programs, and classrooms.

***Sandy Goodman** is the Director of Career Pathways at the National College Transition Network (NCTN), where her work includes designing and leading college transition and career pathways initiatives.*

WRITING INSTRUCTION VIDEOS FOR ADULT LEARNERS AND FOR PROFESSIONAL DEVELOPMENT

David Rosen
Narragansett/Ocean

The workshop will look at many ways to use free online videos to enhance writing instruction with college transition students. Professional development videos on teaching writing will also be looked at. In small groups, participants will discuss how to use these videos to enhance classroom learning and teacher professional development.

***David Rosen** has over thirty years of experience in adult education, including presenting at national and state adult education conferences, often with a focus on the use of technology.*

INTEGRATING CAREER AWARENESS INTO THE ABE/GED®/ESOL CLASSROOM

Chauncy Butcher, Karen Allen-Curtis, and Jeff Dail
Barrington

This session will examine various career pathway models to identify ways adult education programs can better support students transitioning into employment and/or postsecondary training. Participants will learn how to use state and federal resources to integrate career awareness into their classroom and collaborate with other program staff and faculty to prepare for and/or deliver lessons.

Chauncy Butcher serves as the Transition Coordinator for the Adult ESOL & Literacy-GED® program (AELG) at Montgomery College in Maryland where she provides training and supervision to the College and Career Coach staff.

Karen Allen-Curtis is a first generation college graduate who currently serves as the Transition Specialist at Baltimore City College where she advises and inspires students to continue their education beyond high school credentialing.

Jeff Dail is the Adult Education Student Support Specialist at Chesapeake College where he leads transition services for Adult Education programs including Adult Basic Education, General Educational Development, and ESOL.

XENOS: PLAYING GAMES TO LEARN ENGLISH

Alex Chisholm
Tiverton

Learning Games Network, with support from the Hewlett and Gates Foundations, has spent the past five years producing XENOS, a game-based educational resource that sits between structured curriculum and supplemental materials, enabling an alternative learning experience for adult ESOL learners who may struggle with more traditional instructional opportunities. During this workshop, participants will explore XENOS and play games. Results from an evaluation pilot organized in winter/spring 2013 will be shared.

Alex Chisholm is the Executive Director of Learning Games Network.

GETTING READY FOR 2014: THE RESOURCES

Martin Kehe and Daphne Atkinson
Bristol B

Everyone doesn't have the time or the budget to travel to training programs. Did you know that there are a number of resources available at no charge that you can use for your professional development? This session will provide an overview of the key resources and how you can use them to get ready for 2014. Among the featured resources will be "A Teacher's Guide," Item Samplers, webinar archive, the free Practice Test, and more.

***Martin Kehe** is Vice President, Products, for GED® Testing Service (GEDTS). Since joining GEDTS in 2008, Martin has been responsible for the design and development of the GED® test.*

***Daphne Atkinson** is Senior Director of External Relations for GED® Testing Service. Daphne has seventeen years of education industry experience.*

10:45 AM – 12:15 PM

SESSION VII

BEING A GOOD STUDENT

Mina Reddy
Wickford

This workshop presents the results of a qualitative research study with students from ABE programs transitioning to college. The study focused on how the participants conceived of their identity as students. We will discuss the implications for instruction in ABE and transitions programs and present a study skills curriculum.

***Mina Reddy** is the Director of the Cambridge Community Learning Center, a municipal program which offers ABE, ASE, ESOL, family literacy, citizenship, and transition to college classes.*

EXPLORING THE BENEFITS OF COLLEGE-GOING WITH ADULT LEARNERS: A “WHY COLLEGE?” LESSON PLAN

Eric Neutuch
Bristol B

The workshop will explore the latest research on the benefits of college-going and will model interactive ways in which educators can translate this information into engaging activities for use with adult students. Participants will receive a lesson plan, links to videos about the value of college-going, and articles on the benefits and risks of college-going.

***Eric Neutuch** is the Coordinator for Strategic College Initiatives and the Project Director of the U.S. Department of Education funded College Connections Project at the Manhattan Educational Opportunity Center in New York.*

IS YOUR STATE UP TO THE TASC™? ALTERNATIVE HIGH SCHOOL ASSESSMENT FOR THE 21ST CENTURY

Mitch Rosin

Tiverton

The session explores CTB/McGraw-Hill's new TASC™ Alternative High School Equivalency Assessment and the role it plays in 21st century workforce preparation.

Mitch Rosin is an Editorial Director with the McGraw-Hill Companies where he has managed curriculum development and assessments for Adult Education. As a national consultant, Mitch is responsible for working on adult education assessments.

MAKING COMPUTER LITERACY MEANINGFUL FOR ADULT ELLS

Heather Tatton-Harris and Neela Jayaraman

Barrington

Adult immigrants learning English need to be comfortable using technology. Teaching computer basics is challenging and few books address the language and content needs of the ELL student. Presenters discuss instructional best practices, including the use of metaphors, proper sequencing, and personalization of tasks. Instructional materials will be shared.

Heather Tatton-Harris is an instructor and curriculum specialist at Carlos Rosario International Public Charter School. She is also a Business English instructor at Georgetown University.

Neela Jayaraman is in charge of the Computer Literacy and Transitions to College programs and is the Academic Coach responsible for Technology Systems and Operations at BEST Corp. Hotel Training Center.

ETS HIGH SCHOOL EQUIVALENCY TESTING (HiSET™) PROGRAM

Douglas Garcia

Rhode Island/Patriots

Educational Testing Service (ETS) and the University of Iowa (ITP) are collaborating to develop a High School Equivalency Testing (HiSET™) program that will launch in January 2014 at the request of more than 30 states. The assessment is an alternative to the GED®. This session will provide information about the ETS HiSET Program.

Douglas Garcia is the Director of the HiSET™ Program for nonprofit Educational Testing Service and works directly with key state decision makers to ensure full implementation and successful launch of HiSET.

RED, YELLOW, GREEN: A RISK ASSESSMENT MODEL FOR TRANSITION PROGRAMS

Adrienne Fontenot
Greenwich

Participation in Accelerating Opportunity and the Trade Adjustment Assistance Community College & Career Training projects lent validity to the rebranding of adult education to WorkReadyU in Louisiana. In guiding programs to move adult learners from basic and career skills attainment to postsecondary success and family-sustaining employment, we have developed a risk assessment model for use in transition programs.

Adrienne Fontenot is the Director of Adult Education Academics for the Louisiana Community and Technical College System (LCTCS).

NAVIGATING THE DANGEROUS WATERS OF ONLINE EDUCATION

Sally Daniels and Lynne Witham
Narragansett/Ocean

Online college education is a convenient choice for busy adults. But choosing the wrong online option can result in costly student failure and loan debt. Learn how to guide your students through the plethora of online college options to a “best fit” for student success.

Sally Daniels has been Director of Project Services with the Maine Educational Opportunity Center since 1991. She is a cofounder and award-winning Counselor/Instructor with Hancock County College Transitions.

Lynne Witham is Coordinator and Student Success Advisor for Continuing and Distance Education at University of Maine at Machias. Previously, Lynne has worked in Alternative Education, Adult Education, and coordinated/taught in the Hancock County College Transitions program in Maine.

COLLEGE AND CAREER WRITING READY! (PART II)

Peggy McGuire

Bristol A

Are your transition-level adult students ready to demonstrate the college and career readiness writing knowledge, skills and strategies that will be tested by the 2014 GED® exam? Come explore what they need to know, what they need to do, and how we adult educators can best prepare them for success.

Peggy McGuire is a former adult education teacher and program director. She currently develops and facilitates online and in-person teacher training in standards-based writing and is lead author on numerous writing instruction resources.

USING THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS TO PREPARE STUDENTS FOR NEXT STEPS

Carey Reid and Luanne Teller

Newport

The Life Skills, College, and Career Readiness Guide for ESOL Learners (The Guide) is a collection of tasks that teachers can use in their classrooms to build the skills that students need to succeed in next steps. The Guide is based on the same research that underlies the Common Core State Standards. A good deal of the time in this session will be devoted to hands-on exploration of The Guide itself and ways that participants might use it.

Luanne Teller has over 25 years of experience working with adult learners and is currently the Director of the System for Adult Basic Education Support (SABES) Central Resource Center (CRC) at World Education, Inc.

Carey Reid has been involved in education for over 30 years and currently works as the Curriculum and Assessment Coordinator for the SABES CRC at World Education, Inc.

12:30 PM – 1:45 PM

Lunch

PLENARY SESSION III

Grand Ballroom

Keynote Speakers: *Hipolito Rosario and Edell Howard*

Hipolito Rosario has over seven years of experience working with adult education and court-involved students at every level from outreach while incarcerated to pre-GED®/GED®, college prep and on through college. In his own journey as a student, he earned his Associates Degree at Bronx Community College in 2007 and a Bachelor's Degree at Lehman College in 2010. From 2008-2011, Mr. Rosario helped reshape adult education in New York City first as an intern and then as the Learner Leadership Coordinator at the Mayors' Office of Adult Education. Hipolito is a co-founder of IMPACT (Improving My Progress At College Today), the nationally recognized peer mentoring program at Future Now, and currently serves as the Project Coordinator for the Young Men's Initiative-funded IMPACT replication pilot now in its second year at Hostos Community College and Medgar Evers College.

Edell Howard, a lifelong Boston resident, is poised to be the first person in his family to graduate from college. Edell went through X-Cel, Inc.'s college bridge program in 2006. He enrolled at Roxbury Community College and graduated in 2007. He completed his Bachelors of Science degree in Business Management in May, 2013. Edell's hard work and success are an inspiration for the GED® math students he currently teaches and tutors.

2:00 PM – 3:30 PM

SESSION VIII

WHAT ADULT BASIC EDUCATION STUDENTS SAY AFTER VISITING A COLLEGE CAMPUS

Joan Ford, Nicola Machado, and Stephen Fanus
Wickford

System for Adult Basic Education (SABES) coordinates College for a Day at several community colleges across Massachusetts. What do students think? This workshop reviews student feedback including student evaluation responses to the 2013 College for a Day at Bristol Community College and provides an opportunity to discuss how this event reflects college readiness.

Joan Ford, SABES Southeast Curriculum, Assessment, and Reading Coordinator, has developed contextualized curriculum, assessments, and training designed to weave college and career readiness into school-to-career programs.

Nicola Machado is a GED® graduate of Bristol Community College's Fall River program and she is currently enrolled in the Medical Administration Program at the college.

Stephen Fanus is a GED® graduate of Bristol Community College's Taunton program. He is currently the president of the college's Debate Club as he works towards a degree in Communications.

COACHING FOR COLLEGE AND CAREER TOOLKIT

Zeida Santos, Neela Jayaraman, and Shinobu Ando

Rhode Island/Patriots

The Coaching for College and Career Toolkit contains a variety of tools to help students in their transition and in their first year in college. In this workshop, SkillWorks coaches will interactively share some of the tools included in the toolkit that have been adapted and used with students who are getting ready to transition to college.

***Zeida Santos** has been working as a college navigator at Bunker Hill Community College for two years. She has vast experience as a career coach and as an ESOL instructor.*

***Neela Jayaraman** is in charge the Computer Literacy and Transitions to College programs and is the Academic Coach responsible for Technology Systems and Operations at BEST Corp. Hotel Training Center.*

***Shinobu Ando** is the Academic Advisor for Next Steps Transitional English Program at Asian American Civic Association. She has taught, counseled, and advised ESOL learners over ten years.*

FIVE STRATEGIES FOR SUCCESSFUL STUDENTS

Silja Kallenbach

Narragansett/Ocean

This workshop presents five strategies that students at any level can use to improve their memory and academic performance. The five sets of strategies are based on evidence from neuroscience about how long-term memory works; research on self-affirmation and self-efficacy theory; and study habits of successful students.

***Silja Kallenbach**, Vice President of World Education, Inc. (WEI) oversees the operations of WEI's U.S. Division. Silja has over 30 years of experience in adult education as administrator, professional development provider, program developer, researcher, and teacher.*

BUILDING A PIPELINE FROM ABE TO TRANSITION TO COLLEGE AND CAREERS

Robin Hodgkinson and Kermit Dunkelberg

Newport

The workshop will showcase strategies to build their joint capacity to better prepare adult learners for their next steps into jobs or college, developed and piloted by a community-based ABE program and its local community college in Western Massachusetts. The strategies focus on identifying

Transition to College and Careers programs as an effective alternative to low level developmental education classes for ABE students entering college.

Robin Hodgkinson is Executive Director of the Community Education Project in Holyoke, MA. He has worked for the past ten years designing and implementing adult literacy and transition to college programs in the Latino communities.

Kermit Dunkelberg is the Director of Adult Basic Education and ESOL for Holyoke Community College and has been instrumental in successfully transitioning numerous students from ABE to the Holyoke ABE-Transition to College and Careers program.

FUTURE NOW/ IMPACT: THE POWER OF MENTORING

Hipolito Rosario, Mark Bodrick, Lakesa Powell, Jean Yao, Yoel Alvarado and IMPACT team
Tiverton

The Future Now/IMPACT model is focused on the three pillars of resilience (Competence, Confidence and Connection, or the 3 C's) and emphasizes quality academic preparation, tutoring, college prep and strong social support networks using a community mentoring approach. The workshop will detail how mentoring has impacted the outcomes of a high school equivalency and college transition program in the Bronx Community College using the community mentoring approach. Participants will obtain knowledge of the concept of community mentoring, how it works at Future Now and other colleges who have adapted the model. Attendees will receive a copy of the Future Now Mentoring Guide (electronically).

Hipolito Rosario will be joined by the IMPACT Pilot Program Staff and Mentors from the Adult Learning Centers at Hostos Community College and Medgar Evers College.

FROM THE FIELD: REACHING EDUCATIONAL ACHIEVEMENT FOR COLLEGE TRANSITION

Allison Nelson
Bristol B

This workshop will focus on the success of the Manchester Reaching Educational Achievement for College Transitions (REACT) Program, a free college transition program for students who have their High School Diploma or GED®, have been placed in remedial Math and English courses, and would like to reach college level readiness. The program as a whole with its implementation, goals, recruitment strategies, execution, obstacles, and successes will be discussed, and participants will come away with an understanding of how to implement a successful college transition program and build a partnership within their community for adults

who want to continue their education. Materials to help participants get their own college transition program started will be made available.

Allison Nelson has been working with Manchester Adult and Continuing Education since February 2012. She is the supervisor of the Manchester REACT Program in Manchester, CT.

THREE ORGANIZATIONS, ONE GOAL: COLLEGE READINESS BEYOND INSTITUTIONAL BORDERS

Shawn Fisher, Robert Hibbard, Aisha Necoechea, and Amy Nishman
Bristol A

Learn how three Boston-based Adult Basic Education providers - Jewish Vocational Services (JVS), International Institute of Boston (IIB), and Catholic Charities' El Centro del Cardenal - are cultivating true partnership with a shared vision. The partnering organizations are combining resources, aligning practices, revising curricula, and developing educational pathways across institutional borders to ensure that ABE students can attain college and career success. Tips, tools, and training included!

Shawn Fisher advises ABE students on their college options as part of the Boston Opportunity Agenda initiative. She has worked with students as an advisor, instructor, and administrator for over ten years.

Robert Hibbard, Director of Adult Education at Catholic Charities/El Centro del Cardenal in Jamaica Plain, oversees a multi-level ESOL program which prepares non-native speakers for careers and postsecondary education.

Aisha Necoechea, Director of Workforce Development at IIB, manages employment, training and education programs for immigrants in the Boston area.

Amy Nishman is the Director of Education and Training at JVS in Boston, where she manages the skills training, English for Speakers of Other Languages (ESOL) and Adult Basic Education programs.

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