

NOVEMBER 8-9, 2007

CONFERENCE PROGRAM



National Conference on Effective Transitions in Adult Education
HELPING ADULTS SUCCEED IN POSTSECONDARY
EDUCATION & TRAINING

Crowne Plaza at the Crossings, Providence, RI

NOVEMBER, 2007

Dear Conference Participant:

Welcome to the first national Effective Transitions in Adult Education conference. Many of you from New England will recognize this as a continuation of a six-year tradition of sharing promising practices in transitioning adults to college. The response to this conference from colleagues throughout the country has been tremendously positive and we look forward to many more years of learning about effective transitions from each other.

We are pleased to offer you a selection of high quality professional development by presenters from around the country. One of the goals of the National College Transition Network (NCTN) is to support adult and college educators and program directors, state leaders and 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 1200 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 focus on improving preparation and access to college for adults, surely one of the largest underserved populations in our country. We also want to thank our presenters for sharing their time and expertise.

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.

Cynthia Zafft, NCTN Director

Priyanka Sharma, NCTN & Conference Coordinator

Sandy Goodman, New England ABE-to-College Transition Project Director

Silja Kallenbach, New England Literacy Resource Center Director

Ben Bruno, New England Literacy Resource Center Staff Associate



WORLD EDUCATION

CONFERENCE AT A GLANCE

THURSDAY, NOVEMBER 8, 2007

10:00 am – 1:00 pm	CONFERENCE REGISTRATION Grand Foyer
1:00 pm	EXHIBITS OPEN
1:00 pm – 1:30 pm	CONFERENCE OPENING <i>Cynthia Zafft, Director, National College Transition Network</i> <i>Sandy Goodman, Director, New England ABE-to-College Transition Project</i> <i>Jessica Spohn, Senior Program Officer, Nellie Mae Education Foundation</i> Salon III
1:30 pm – 2:15 pm	KEYNOTE: DR. JOANN CRANDALL Designing Effective College Transitions for English Language Learners Salon III
2:30 pm – 4:15 pm	WORKSHOP SESSION I
4:15 pm – 4:30 pm	REFRESHMENTS Grand Foyer
4:30 pm – 6:00 pm	PANEL DISCUSSION Career Pathways <i>Moderated by Dr. Nan Poppe</i> Salon III

FRIDAY, NOVEMBER 9, 2007

7:30 am – 8:30 am	BREAKFAST Salon III
8:30 am – 10:00 am	WORKSHOP SESSION II Grand Foyer
10:00 am – 10:15 am	REFRESHMENTS Grand Foyer
10:15 am – 12:00 pm	WORKSHOP SESSION III
12:15 pm – 1:30 pm	NETWORKING LUNCH Salon III
1:45 pm – 3:30 pm	WORKSHOP SESSION IV

WORKSHOPS AT A GLANCE

THURSDAY, NOVEMBER 8, 2007

2:30 pm – 4:15 pm

SESSION I

1. Forging Partnerships with Community Leaders

Dr. Brenda Dann-Messier

Newport

2. Raising Adults' Career Awareness: Collaborating with One-Stop Career Centers

Mary Lou Friedline

Bristol B

3. More than the Main Idea: From GED to College Reading

Sally Gabb

Salon IV

4. Math Strategies and Techniques for Student Success

Urban Corridor Team

Kingston

5. Teachers Investigating Adult Numeracy (TIAN): Math Teacher/Math Learner

Roxanne Heller and Michele Bahr

Salon V

6. Bridges, Ladders, and Webs: From Basic Skills to Careers

Donna Miller Parker

Wickford

7. Creating the “Soft Landing”: One Program’s Perspective on Transitioning English Language Learners to Community College

Karyn Van Kirk

Atrium

8. Teaching Writing to Low Level Transition Students: Writing Workshops

Lindy Whiton

Tiverton

4:30 pm – 6:00 pm

PANEL DISCUSSION

Career Pathways

Moderated by Dr. Nan Poppe

Salon III

WORKSHOPS AT A GLANCE

FRIDAY, NOVEMBER 9, 2007

8:30 pm – 10:00 am

SESSION II

(All presentations will take place in the Grand Foyer.)

- 1. Building Pathways to Support Adult Non-Native English Speakers Transition to Postsecondary Education**
Nancy Caddigan
- 2. First Stop: The Career Academy**
Shannon Carroll
- 3. The Admissions and Orientation Process in a Rural College Transition Project**
Sally Daniels
- 4. The Challenges and Benefits of Community/College Collaboration**
Elia Dreyfuss and Robin Hodgkinson
- 5. Creating an Alumni Newsletter for Your College Transition Program**
Pat Fina
- 6. College for a Day: Opening the Door to College for ABE Students**
Janet Fischer and Michele Sedor
- 7. Partnering with a Job-Readiness Provider to Improve Recruitment**
Don Sands
- 8. In-house Mentoring for Transitioning Students**
Gylean Trabucchi and Marie Crecca-Romero

10:15 am – 12:00 pm

SESSION III

- 1. Algebra for Every-one!**
Tricia Donovan and Mary Jane Schmitt
Salon IV
- 2. Building Confidence for College Writing**
Marty Duncan
Atrium
- 3. Raising Adults' Career Awareness: Collaborating with One-Stop Career Centers**
Mary Lou Friedline
Bristol B
- 4. Bridges, Ladders, and Webs: From Basic Skills to Careers**
Donna Miller Parker
Salon V

WORKSHOPS AT A GLANCE

5. Taking Career Pathways to the Next Level

Nan Poppe

Tiverton

6. Enlivening the Reading Class

Wendy Quiñones

Wickford

7. Collaborating in a Process: Strengths and Challenges

Susan Tollefson, Sara Martinez, Blanca Andrade, and Gerardo Guerrero

Bristol A

8. Reading Strengths and Needs of Community College Developmental Students

John Strucker

Newport

1:45 am – 3:30 pm

SESSION IV

1. Focusing on Math and Science Prep: Innovative Transition Programs

Nancy Ahmadifar, Karen Moss, Lori Pennel, and Jackie Davis

Kingston

2. Supporting Adult ESOL Learners Transitioning to College

Janet Fischer

Newport

3. The Fear Factor: Math as a Gatekeeper to College

Pam Meader

Bristol B

4. Career Planning: The Key to College Transition

Martha Oesch and Carol Bower

Tiverton

5. ESL/GED College Transition: Two CUNY Models

Leslee Oppenheim

Atrium

6. Enlivening the Reading Class

Wendy Quiñones

Wickford

7. Factors Promoting Transition of Non-credit ESL Students to Credit

Sharon Seymour

Bristol A

8. Don't Take No for an Answer: Preparing Students for Postsecondary Education

Cynthia Zafft and Andy Nash

Rotunda

AGENDA

THURSDAY, NOVEMBER 8, 2007

10:00 am – 1:00 pm

CONFERENCE REGISTRATION

Grand Foyer

1:00 pm – 1:30 pm

EXHIBITS OPEN

CONFERENCE OPENING

Cynthia Zafft, Director, National College Transition Network

Sandy Goodman, Director, New England ABE-to-College Transition Project

Jessica Spohn, Senior Program Officer, Nellie Mae Education Foundation

Salon III

1:30 pm – 2:15 pm

KEYNOTE: DR. JOANN CRANDALL

Salon III

Designing Effective College Transitions for English Language Learners

JoAnn (Jodi) Crandall is Professor of Education and Director of the Doctoral Program in Language, Literacy, and Culture at the University of Maryland, Baltimore County (UMBC). Prior to joining the faculty at UMBC in 1992, she was Vice President of the Center for Applied Linguistics (CAL) in Washington, DC, where she established and directed the National Clearinghouse on Adult ESL Literacy (NCLE) and several adult refugee and immigrant information dissemination and technical assistance projects.

Dr. Crandall has worked in many areas of adult ESL including teaching, research, curriculum development, program evaluation, standards development, and teacher training. She is the co-principal investigator on a project for the Council for the Advancement of Adult Literacy (CAAL), working collaboratively with researchers at five community colleges to identify exemplary adult ESL instructional and professional development practices. The report of that research, *Passing the Torch* (with F. Chisman, available at <http://www.caalusa.org>), identifies a number of models of effective transitions to additional academic or vocational education for adult English language learners.

2:30 pm – 4:15 pm

WORKSHOP SESSION I

1. Forging Partnerships with Community Leaders

Dr. Brenda Dann-Messier

Newport

In order to expand ABE/ESOL services programs, we must forge partnerships with elected officials and policymakers in the communities we serve. Drawing on the experience of Dorcas Place Adult and Family Learning Center, this session will focus on ways to design and implement a systemic approach for involving both groups in order to increase funding and services for low-income adults.

Dr. Brenda Dann-Messier has been President of Dorcas Place since 1999 as it has grown from a program serving 100 women to one serving over 1,000 low income adults and their families. Brenda has a BA in Secondary Education, an M.Ed. in Instructional Technology from Rhode Island College, and an Ed.D. in Educational Leadership from Johnson & Wales University.

2. Raising Adults' Career Awareness: Collaborating with One-Stop Career Centers

Mary Lou Friedline
Bristol B

This interactive session will focus on building relationships with One-Stop Career Centers and leveraging their career planning and related services. It will draw on the experience of Pennsylvania's Career Gateway transition project. The presenter will share strategies for collaborating with One-Stop, review possibilities and limitations of working with One-Stop, and provide details about the ongoing and evolving relationship that exists between the adult education agency and the local One-Stop.

Mary Lou Friedline has taught ABE, GED, ESL, and remedial studies for 20 years at the Private Industry Council of Westmoreland/Fayette, Inc. in Greensburg, PA. She provides technical and instructional training for the Pennsylvania Southwest Professional Development Center and was their coordinator of a Year-One Career Gateway Pilot Project.

3. More than the Main Idea: From GED to College Reading

Sally Gabb
Salon IV

This interactive workshop will provide participants with a comparison between the reading requirements for the GED and the critical reading skills needed to succeed in college classes. The presenter will share her informal research study comparing the GED with the College Placement Test. Participants will have the opportunity to experience the kinds of critical reading skills needed to succeed in the college classroom and to discuss reading instruction that can prepare students for post secondary reading/studying/learning tasks.

Sally Gabb (CAGS Developmental Reading) 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 specialist with the Center for Developmental Education at Bristol Community College, providing intensive reading instruction for reading challenged students

4. Math Strategies and Techniques for Student Success

Urban Corridor Team
Kingston

The Urban Corridor Project is an initiative that focuses on the alignment of community college developmental math courses with adult education math courses. This workshop will discuss the strategies and techniques that were used by Capital Community College, Hartford Adult Education, Gateway Community College and New Haven Adult Education to deliver the aligned courses that have resulted in increased student success. Students who successfully complete the aligned courses or transition bridge courses are entering postsecondary education at either the credit math level or the highest developmental math course. This is a significant change from before the project when the majority of students entered at the lowest developmental math level requiring multiple semesters of developmental math courses.

The presenters will be a team of faculty from Capital Community College and New Haven Adult Education representing the Urban Corridor Project.

5. Teachers Investigating Adult Numeracy (TIAN): Math Teacher/Math Learner

Roxanne Heller and Michele Bahr
Salon V

Opportunities to explore new approaches to solving mathematics problems strengthen teachers' understanding of mathematics as well as their understanding of how to help their students build math understanding and skills. Learning activities are more likely to be effective and support transfer if they are grounded in real-life needs of students and use real-life materials. These activities should build on what students already know and involve students in exploring a variety of strategies to solve mathematical problems. Participants will actively engage in math activities based on the TIAN (Teachers Investigating Adult Numeracy) model.

Michele Bahr is an ABE instructor who participated in Teachers Investigating Adult Numeracy (TIAN) in 2006-2007. She is also the Education Coordinator for the Marine Biological Laboratory team of the NASA Astrobiology Institute.

Roxanne Heller was a 2006-2007 participant in Teachers Investigating Adult Numeracy (TIAN). She is the math instructor for the SUCCESS GED-to-College Transition Program at Cape Cod Community College and is a pre-GED teacher.

6. Bridges, Ladders, and Webs: From Basic Skills to Careers

Donna Miller Parker
Wickford

Learn how students can prepare themselves for careers at the same time that they are improving their basic skills. Explore the concept and examine three models of current, successful career-linked basic skills programs. See the benefits and become aware of considerations related to this approach. Participants will leave the presentation with ideas on how to implement career-linked basic skills instruction in their programs.

Donna Miller-Parker has been a basic skills teacher, trainer, curriculum developer, and administrator. At South Seattle Community College she directs ESL (including VESL), GED, and ABE programs. At her previous college, she created programs to partner with health care, business, automotive, and manufacturing programs.

7. Creating the “Soft Landing”: One Program’s Perspective on Transitioning English Language Learners to Community College

Karyn Van Kirk with Sabrina Ribeiro
Atrium

College can be difficult for anyone but, what are the special challenges for English Language Learners (ELLs)? Since its inception in 2000, PACT (Program for Adult College Transition) a MA DOE-funded program based at Cape Cod Community College, has provided college transition services to over 250 ELLs. From PACT’s experiential perspective, this workshop will present an overview of PACT, explore learner strengths and challenges as well as effective practices and strategies to help ease the transition to college and ensure a “soft landing” for ELLs with postsecondary aspirations and highlight a special program Peer Tutorial feature.

Karyn Van Kirk, BA Literature, Roger Williams College; MA TESOL, Simmons College, has been the Coordinator of CATESOL/PACT at Cape Cod Community College since 2000. Her prior experience includes teaching ESOL in ABE and K-12 and EFL in Naples, Italy.

Sabrina Ribeiro, Peer Tutor, is a PACT alumna and current student at Cape Cod Community College.

8. Teaching Writing to Low Level Transition Students: Writing Workshops

Lindy Whiton
Tiverton

This workshop will investigate issues that teachers have with teaching writing to transition students. Students may come to a developmental class very reluctant to write; how can we motivate them? Is it important to read in a writing class? Can they develop portfolio in 15 weeks? What are some resources you find necessary? People should come to this workshop ready to share ideas. We'll write and discuss.

Lindy Whiton has been in the field of adult education for 24 years. She holds a doctorate in Reading and Writing focused on adults from UMASS Amherst. Currently she is Coordinator of the transitions to college program at Greenfield Community College, Greenfield, MA.

4:15 pm – 4:30 pm

REFRESHMENTS

Grand Foyer

4:30 pm – 6:00 pm

PANEL DISCUSSION

Career Pathways

Salon III

Adults often find career pathways very compelling because they combine interesting, contextualized learning with career advancement. This panel discussion, with a question and answer period, is designed to give participants an opportunity to hear about a national program, the Breaking Through Initiative, as well as career pathway programs at three sites from around the country.

PANELISTS:

Nan Poppe, Campus President, Portland Community College Extended Campus

Donna Miller Parker, Director, ESL Program, South Seattle Community College

Ellen O'Donnell, Dean of Human Services, North Shore Community College

Shannon Carroll, Director of Workforce Education, Dorcas Place Adult and Family Literacy Center

Nan Poppe is currently the Campus President of the Extended Learning Campus at Portland Community College and serves as the Chair of the National Council for Workforce Education. She has 25 years of community college administration experience.

Donna Miller-Parker has been a basic skills teacher, trainer, curriculum developer, and administrator. At South Seattle Community College she directs ESL (including VESL), GED, and ABE programs. At her previous college, she created programs to partner with health care, business, automotive, and manufacturing programs.

Ellen M. O'Donnell is Dean of the Division of Human Services at North Shore Community College, Danvers, MA. She is Chair of the Breaking Through Initiative team at the College. Before assuming the dean's position, she was professor and coordinator of the Paralegal Program for many years.

Shannon Carroll is the Workforce Education Director at Dorcas Place in Providence, RI. She has more than ten years of experience in adult education both in the US and abroad.

FRIDAY, NOVEMBER 9, 2007

7:30 am – 8:30 am

BREAKFAST

Salon III

8:30 am – 10:00 am

WORKSHOP SESSION II

Grand Foyer

1. Building Pathways to Support Adult Non-Native English Speakers Transition to Postsecondary Education

Nancy Caddigan

The road from adult education to postsecondary education for non-native speakers can be very challenging and long. Capital Community College and its local adult education providers has been working together to begin the alignment of curricula and provide support to adult education students as they transition to college.

Techniques such as academic advising, learning communities, and intensive tutoring have been used. This poster session is designed to discuss these techniques and others that are resulting in increased student success.

Nancy Caddigan is the Director of Capital Community College's ESL Program, which prepares non-native English speaking students to succeed in degree and certificate programs by developing their core academic English language skills.

2. First Stop: The Career Academy

Shannon Carroll

The poster session will illustrate how the Dorcas Place Career Academy has become the first step for many who embark on a career pathway. Contextualized instruction combined with case management and job development services can provide a strong foundation to make that first career step turn into a third, fourth, and so on.

Shannon Carroll is the Workforce Education Director at Dorcas Place in Providence, RI. She has more than ten years of experience in adult education both in the US and abroad. She received her undergraduate degree from Holy Cross College and did her graduate studies in China through Georgetown University.

3. The Admissions and Orientation Process in a Rural College Transition Project

Sally Daniels

Sumner Adult Education's College Transition Project is a rural project, established in 2000 in Ellsworth, Maine. Student retention challenges inspired the establishment of a formal, yet flexible, intake and admissions process. Learn more about the dynamics of this successful approach and receive the outline used with prospective students and referring community partners. Additional discussion will focus on the Orientation Day and its role to further bolster retention. Handouts will include the tools used during student orientation.

Sally Daniels is a counselor and instructor with the Sumner College Transition Project since 2000. She participated in the pilot phase of the Nellie Mae Education Foundation's College Transition initiative. Additionally, she is the Director of Project Services with Maine Educational Opportunity Center and serves on the Maine College Transition Advisory Board.

4. The Challenges and Benefits of Community/College Collaboration

Elia Dreyfuss and Robin Hodgkinson

In this session, we will discuss the challenges and benefits of the CBO/Community College partnership in developing an effective ABE to College Transition program. How do we establish a "partnership of equals" between colleges and CBOs? How do we use that partnership to develop a new pedagogy of ABE transition to college that will increase college accessibility and success in college for low income non-traditional and ABE students?

Elia Dreyfuss is Coordinator of ABE/College Transition at Holyoke Community College. She was Educational Coordinator/ESOL teacher at Community Education Project (CEP), a grassroots adult education program in the Latino Community of Holyoke.

Robin Hodgkinson is Executive Director at The Community Education Project (CEP) in Holyoke. Programming at CEP includes native Spanish literacy, pre-GED in Spanish, Family Literacy, GED classes, and adult ESOL classes.

5. Creating an Alumni Newsletter for Your College Transition Program

Pat Fina

An alumni newsletter can be an effective way of supporting your transition program graduates during their college years by making them feel part of a learning community and by giving them a place to express their reactions to the college experience. Additionally, it makes the chore of gathering data on outcomes less odious and can favorably impress potential funders. Come hear how this idea has worked for two Massachusetts programs.

Pat Fina has taught college transition courses in Massachusetts for seven years. She is now creating an online college transition math course for the Health Care Learning Network.

6. College for a Day: Opening the Door to College for ABE Students

Janet Fischer and Michele Sedor

Adult Basic Education students often can't envision themselves as college students. One way to help them build confidence is through participation in "College for a Day." Each year, adult student feedback reports the positive impact this event has on their lives and their futures. Presenters will describe College for a Day, which takes place annually at two community colleges in Massachusetts, highlight its successes and discuss the challenges of this ever-popular event.

Janet Fischer has worked in the field of Adult Basic Education for 10 years. She has worked as an ESOL teacher and staff development specialist with SABES in Massachusetts.

Michele Sedor, M.Ed, is a staff development specialist with SABES/Holyoke Community College, MA. She has worked as a teacher, volunteer, program coordinator and consultant in the field of ABE for over 20 years.

7. Partnering with a Job-Readiness Provider to Improve Recruitment

Don Sands

Recruitment can be a challenge for an ABE-to-College Transition Program, especially during the beginning stages. X-Cel Adult Education in Boston was able to improve our recruitment by partnering with STRIVE, a national job readiness program. In this workshop, we will discuss how this partnership operates, how it benefits both partnering agencies and the participants, and the adjustments we have made since beginning the partnership.

Don Sands has worked in the field of adult education for more than 20 years. In 2000, he co-founded X-Cel Adult Education in Boston, and is presently the executive director. For the past five years, he has been the director and counselor for X-Cel's ABE-to-College Transition Program.

8. In-house Mentoring for Transitioning Students

Gylean Trabucchi and Marie Crecca-Romero

This workshop will model monthly sessions which introduce non-traditional, transitioning students to the concept of mentoring. These informal "Mentor Evenings" educate participants in life skills and goal setting, advise on individual and group interaction in an academic environment, introduce students to available college resources, motivate, build esteem and confidence, and confront the inevitability of "change". Ultimately, they provide invaluable guidance in establishing successful mentor/mentee partnerships for students beginning their postsecondary educational journey.

Gylean Trabucchi is a mentor and advocate for adult learners. Currently, she is the Mentor Coordinator for Project RIRAL's College Transition Mentoring Project and GED instructor at the Community College of Rhode Island. She has extensive experience instructing, motivating, and mentoring ABE/GED, ESL, and postsecondary education students.

Marie Crecca-Romero is Program Director/Counselor for the Rhode Island Regional Adult Learning Transition to College Program. She has been an educator for over fifteen years and has been involved with the college transition program since its onset in 2000.

10:00 am – 10:15 am

REFRESHMENTS

Grand Foyer

10:15 am – 12:00 pm

WORKSHOP SESSION III

1. Algebra for Every-one!*Tricia Donovan and Mary Jane Schmitt*

Salon IV

How can algebra become a gate-way rather than a gate-keeper to higher education? We must develop students' algebraic thinking. The abstractions of algebra come alive in this workshop where two of the EMPower math series co-authors invite you to explore quantitative situations in ways that bring meaning to the symbols and representations basic to algebraic development. Together, we will solve problems, communicate, reason, connect, and represent solutions in ways that foster algebraic thinking about patterns and expressions.

Mary Jane Schmitt is a project director at TERC in Cambridge, MA. She is the co-author and co-principal investigator for the Extending Mathematical Power (EMPower) Project Mathematics Curriculum for Adult Learners recently published by Key Curriculum Press, and now co-directs the TIAN Project – Teachers Investigating Adult Numeracy.

Tricia Donovan, Ed.D., is a staff development specialist at World Education, Boston, MA. She coordinates the state-wide ABE Math Initiative and edits the SABES Math Bulletin and The Problem Solver. She co-authored the Extending Mathematical Power (EMPower) Project Mathematics Curriculum for Adult Learners recently published by Key Curriculum Press.

2. Building Confidence for College Writing*Marty Duncan*

Atrium

In this workshop, we will use activities that enhance students' abilities to communicate orally and discuss ideas. Participants will receive examples of college transition student work and practice a process for confidence-building. The activities will be framed by the real-life story of a student's progress from shy college transition student to confident college graduate.

Martha Duncan offered technical assistance through New England ABE-to-College Transition for 6 years and now provides technical assistance and professional development for the National College Transition Network (NCTN). She has taught in ABE, college transition, and developmental education programs in Maine for the past 13 years.

3. Raising Adults' Career Awareness: Collaborating with One-Stop Career Centers*Mary Lou Friedline*

Bristol B

This interactive session will focus on building relationships with One-Stop Career Centers and leveraging their career planning and related services. It will draw on the experience of Pennsylvania's Career Gateway transition project. The presenter will share strategies for collaborating with One-Stops, review possibilities and limitations of working with One-Stops, and provide details about the ongoing and evolving relationship that exists between the adult education agency and the local One-Stop.

Mary Lou Friedline has taught ABE, GED, ESL, and remedial studies for 20 years at the Private Industry Council of Westmoreland/Fayette, Inc. in Greensburg, PA. She provides technical and instructional trainings for the Pennsylvania Southwest Professional Development Center and was the coordinator of their Year-One Career Gateway Pilot Project.

4. Bridges, Ladders, and Webs: From Basic Skills to Careers

Donna Miller Parker
Salon V

Learn how students can prepare themselves for careers at the same time that they are improving their basic skills. Explore the concept and examine three models of current, successful career-linked basic skills programs. See the benefits and become aware of considerations related to this approach. Participants will leave the presentation with ideas on how to implement career-linked basic skills instruction in their programs.

Donna Miller-Parker has been a basic skills teacher, trainer, curriculum developer, and administrator. At South Seattle Community College she directs ESL (including VESL), GED, and ABE programs. At her previous college, she created programs to partner with health care, business, automotive, and manufacturing programs.

5. Taking Career Pathways to the Next Level

Nan Poppe
Tiverton

This session will serve as a peer learning follow-up session to the Career Pathways panel. Participants will be asked to share their experience in implementing career pathways – both successes and barriers. As a group, we will brainstorm strategies and solutions that will help all of us take our career pathway efforts to the next level. Please bring any written materials you have to share with our participants.

Nan Poppe is currently the Campus President of the Extended Learning Campus at Portland Community College and serves as the Chair of the National Council for Workforce Education. She has 25 years of community college administration experience. During this time she has served as a Director of Workforce Development, Dean for Adult & Continuing Education, Dean of Instruction, Vice President for Academic and Student Affairs and Campus President. Many of her programs have received national recognition. She has worked extensively in creating Career Pathway programs at community colleges for both non-credit and credit students.

6. Enlivening the Reading Class

Wendy Quiñones
Wickford

This workshop will use research-based findings, the theory of multiple intelligences, and the concept of differentiated instruction to suggest many strategies and methods for teaching reading for students at the transition level.

Wendy Quiñones has taught ABE for nearly 20 years, from intermediate to college levels. She holds the Massachusetts ABE teaching license. She has been trained in and given many workshops in reading, multiple intelligences and differentiated instruction.

7. Collaborating in a Process: Strengths and Challenges

Susan Tollefson, Sara Martinez, Blanca Andrade, and Gerardo Guerrero
Bristol A

In November 2007, El Paso Community College's (EPCC) Literacy Programs and San Jacinto Adult Education Center will pilot a pre-transition-to-postsecondary program. The collaboration grew from the premise that the development of a successful and sustainable transition program must involve the directors, instructors, and learners in the process. The four presenters will share their particular point-of-view on the strengths and challenges they have faced in this collaborative process up to this point, as well as their expectations for the upcoming pilot.

Sara Martinez, Manager of EPCC Literacy Programs

Blanca Andrade, Director of San Jacinto Adult Education Community Center

Susan Tollefson, Coordinator of EPCC Literacy Programs Transition-to-Postsecondary Program

Gerardo Guerrero, Instructional Faculty at San Jacinto Adult Education Center, and part-time ESL Instructor, EPCC

8. Reading Strengths and Needs of Community College Developmental Students

John Strucker
Newport

As part of a larger study, 120 students enrolled in community college developmental reading classes were individually assessed in phonemic decoding, word recognition, oral reading fluency, oral vocabulary, and silent reading comprehension. A K-means cluster analysis was performed on their scores on these assessments which resulted in five clusters at different levels of silent reading from GE 7 to GE 10 and with different patterns of strengths and needs in decoding and fluency. Interestingly, all of the clusters showed surprising weakness in expressive vocabulary, averaging approximately GE 6 in that component. Possible implications of these findings for intake assessment, class placement, and teaching strategies will be discussed.

John Strucker is a consultant on adult literacy with World Education and the U.S. DOE's STAR teacher education project. From 1996-2007, he served as a Research Associate at the National Center for the Study of Adult Learning and Literacy (NCSALL) and Lecturer in Education at the Harvard Graduate School of Education. While at NCSALL, he was the Principal Investigator on three large-scale research projects funded by Institute for Education Sciences (IES). Prior to joining NCSALL, Dr. Strucker taught adult literacy and ESL for 11 years at the Community Learning Center in Cambridge, MA.

12:15 pm – 1:30 pm

NETWORKING LUNCH

Salon III

1:45 pm – 3:30 pm

WORKSHOP SESSION IV

1. Focusing on Math and Science Prep: Innovative Transition Programs

*Nancy Ahmadifar, Karen Moss, Lori Pennel, and Jackie Davis
Kingston*

The Mayor's Office of Jobs and Community Services has funded a new initiative to give Boston adults access to technological and science careers. "Math and Science Advancement: Pathways to College and Employment" offers participants a two-semester program of contextualized mathematics and science courses prior to entering college or a training program. Program representatives will share first year successes and challenges and practical suggestions for starting a similar program.

Nancy Ahmadifar is the Grant Coordinator for the Math and Science Advancement Initiative. In her eleven years of grants administration in workforce development with the City of Boston's Office of Jobs and Community Services, she has worked to strengthen the variety and quality of skills training and education programs for low-income adults who are seeking additional skills and support to achieve their dreams.

Karen Moss is currently a Case Manager at Bunker Hill Community College (BHCC) for students enrolled in the Math & Science Prep Program. She works with City of Boston residents, assisting them as they address academic prerequisites for eligibility to the NSTAR EPUT degree or other degrees and careers in Math and Science. Prior to working on the Math & Science Pathways grant with BHCC and the city of Boston, she spent many years as a Substance Abuse Counselor and Case Manager for homeless young adults in Boston.

Lori Pennel is the Coordinator of the Tutoring and Academic Support Center at Bunker Hill Community College in Boston, MA. At Bunker Hill, she has served as co-facilitator of the Master Advisor Training Program, Chair of the Academic Affairs Committee and on the advisory board of the Asian American Civic Association Adult Basic Education program and the SCALE (Somerville Center for Adult Learning Experiences) Council. She is also the co-author of the books *Entrepreneurial New Ventures* and *Small Business Management: A Planning Approach*.

Jackie Davis is the Director of Student Services at the Benjamin Franklin Institute of Technology (BFIT) and Program Coordinator for the TechSMART Math and Science program. Formerly she provided case management services to all students in year one of the TechSMART program starting with outreach, recruitment and assessment and finishing up with counseling, referrals for various support services and placement/admissions into BFIT college level courses. In addition, she has 5 years of experience working in the affordable housing and social service sectors. Jackie Davis graduated from Clark University with a major in Psychology in 2000 and Cambridge College with a Masters in Education for Guidance Counseling in 2007.

2. Supporting Adult ESOL Learners Transitioning to College

Janet Fischer
Newport

Research suggests that ESOL adults need more than academic and linguistic preparation for college success. In this interactive session, the presenter will share several practices for successfully preparing and supporting adult ESOL learners transitioning to college. Participants will explore implications for their practice. There will be opportunities for large and small group discussion and sharing. Participants are encouraged to share questions and answers. A list of resources will be provided.

Janet Fischer has more than ten years' experience teaching ESOL adults, including transitions to college classes. She has taught academic ESL classes at several Massachusetts community colleges, and was most recently Associate Coordinator for Northeast SABES in Lawrence, providing professional development in ESOL, curriculum development and assessment. She currently teaches in the Lawrence Public Schools.

3. The Fear Factor: Math as a Gatekeeper to College

Pam Meader
Bristol B

For many adults, mathematics has been the roadblock to college entry. In this workshop, we will look at the various "fear factors" (math phobia, college placement tests, lack of skills, etc.) that adults face and discuss strategies to help adults overcome these obstacles. Hands on activities will be explored.

Pam Meader has been teaching mathematics to adults for over 20 years. She is past president of the Adult Numeracy Network, is a member and presenter for NCTN, and has published 3 math activity books.

4. Career Planning: The Key to College Transition

Martha Oesch and Carol Bower
Tiverton

In this session, teachers and counselors will learn about the career planning processes that provide your students with the tools to reach their career and education goals. This session will focus on financial considerations when pursuing further education, how to be a good consumer of education, and how to navigate college. Receive the new SABES Career Awareness Curriculum which was developed for use in ABE and ESOL classrooms and programs.

Martha Oesch has over 15 years experience in workforce development and adult basic education. As a consultant, she works with community-based organizations on the design and implementation of integrated employment and training programs and also conducts statewide staff trainings.

Carol Bower is Director of Northeast SABES – the System for Adult Education Support. Career planning with high school and college students, and adult learners has been a constant thread throughout her 30-year career in business, education and workforce development.

5. ESL/GED College Transition: Two CUNY Models

Leslee Oppenheim
Atrium

We will describe two initiatives at The City University of New York (CUNY) designed to strengthen the transition of pre-college students to college-level study. The first, the CUNY Language Immersion Program (CLIP), in existence for ten years, addresses the academic English language needs of immigrant students entering college. The second is a pilot program designed to strengthen the math, writing and college readiness skills of GED students in preparation for success on the GED and then for college – two skill sets with different curricular implications.

Leslee Oppenheim is the CUNY University Director of Language and Literacy Programs, with responsibility for the 14-campus CUNY Adult Literacy Program and 9-campus CUNY Language Immersion Program.

6. Enlivening the Reading Class

Wendy Quiñones
Wickford

This workshop will use research-based findings, the theory of multiple intelligences, and the concept of differentiated instruction to suggest many strategies and methods for teaching reading for students at the transition level.

Wendy Quiñones has taught ABE for nearly 20 years, from intermediate to college levels. She holds the Massachusetts ABE teaching license. She has been trained in and given many workshops in reading, multiple intelligences and differentiated instruction.

7. Factors Promoting Transition of Non-credit ESL Students to Credit

Sharon Seymour
Bristol A

City College of San Francisco's ESL program serves about 29,000 students a year – 3,800 in credit and 25,200 in non-credit. About half of the credit ESL students start in non-credit ESL and transition to credit. This presentation will discuss the factors we have found that increase the likelihood that noncredit ESL students will transition. It will also describe the services offered to non-credit ESL students at the campuses that offer mostly non-credit programs which help facilitate the transition to credit.

Sharon Seymour has 30 years of experience teaching credit and non-credit ESL and was chair of the ESL Department at Community College of San Francisco for 10 years. She is co-author of a forthcoming report from CAAL on outcomes of non-credit ESL students. She has an M.A. in TESOL from San Francisco State University.

8. Don't take No for an Answer: Preparing Students for Postsecondary Education

Cynthia Zafft and Andy Nash
Rotunda

In this workshop, we will identify challenging situations that our students face in postsecondary education. Using a specific technique, participants will learn how to help students formulate questions that will yield the relevant information needed to make decisions and advocate for themselves. Participants will have an opportunity to consider how to apply this technique in their own practice.

Andy Nash coordinates professional development projects at the New England Literacy Resource Center/World Education, where she works with practitioners who want to integrate civic participation with the development of literacy and language skills. She is the editor of the "Civic Participation and Community Action Sourcebook" for adult educators.

Cynthia Zafft is the Director of the National College Transition Network at World Education. Prior to this, she coordinated federally-funded college transition projects for the Institute for Community Inclusion at the University of Massachusetts and was the Disability Services Coordinator for Mass Bay Community/Wellesley Campus.

WE WOULD LIKE TO THANK THE EXHIBITORS FOR THEIR SUPPORT.

Cambridge University Press

Cambridge University Press publishes many textbooks for adult learners of English, including the new series Venture, and also publishes a wide range of professional resource books for the ESL instructor.

Heinle ESL

Heinle ESL is a leading provider of materials for English language teaching. Since November 2006, Heinle has been the publisher of high-quality products formerly from Houghton-Mifflin ESL.

Oxford University Press

Oxford University Press is committed to publishing high-quality materials. We are proud of our role in furthering the university's long tradition of excellence in research, scholarship, and education.

Pearson Longman

Pearson Longman is the English Language Learning Division of Pearson Education, publishing ELL instructional materials and dictionaries for over 200 years.

WELEARN

WE LEARN promotes women's literacy as a tool for personal growth and social change through networking, education, action, and resource development. Our organization engages a diverse membership of learners and educators.

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. By joining our free practitioner's network, our eNewsletter will alert you when new resources are added to the sites.

Online Learning:

Try our facilitated course, Research-based Strategies and Models of Adult Transition to Postsecondary Education, offered this winter and spring through the World Education portal.

Transition Toolkit:

The NCTN Transition Toolkit, available in 2008, covers everything you will need to build a transition component for your program or state. 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.

NCTN at COABE 2008:

Along with our traditional NCTN Transition Strand at COABE (April 28-May 1, 2008 in St. Louis, MO), we will be presenting a pre-conference workshop, Tools for Success in Transitions, on April 27, previewing our new NCTN Transition Toolkit.



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