

CONFERENCE PROGRAM 2008

National Conference on Effective Transitions in Adult Education



HELPING ADULTS SUCCEED



IN POSTSECONDARY



EDUCATION & TRAINING

November 17-18, 2008

Crowne Plaza at the Crossings, Providence RI

NOVEMBER, 2008

Dear Conference Participant:

Welcome to the second national Effective Transitions in Adult Education conference. Many of you from New England will recognize this as a continuation of a seven-year tradition of sharing promising practices in transitioning adults to college. The response from last year's conference participants was tremendously positive and we look forward to learning about effective transitions from each other again this year.

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

One of the goals of the National College Transition Network (NCTN) is to support adult and college educators and administrators, professional developers, researchers, and policy developers – bringing together the full complement of skills needed to build this bridge for adults. Right now, we have over 1,800 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. Also, we are thankful for the generous support we have received for this conference from the National Institute for Literacy's Regional Resource Center 1.

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

Sincerely,

Ellen Hewett, NCTN Director

Cynthia Zafft, NCTN Senior Advisor

Priyanka Sharma, NCTN & Conference Coordinator

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

Silja Kallenbach, New England Literacy Resource Center Director

Ben Bruno, New England Literacy Resource Center Program Associate



CONFERENCE AT A GLANCE

MONDAY, NOVEMBER 17, 2008

10:15 AM – 11:45 AM	WORKSHOP SESSION I
12:00 PM – 12:30 PM	LUNCH Salon III
12:30 PM – 1:30 PM	CONFERENCE OPENING Keynote: John Parks LeTellier Salon III
1:45 PM – 3:15 PM	WORKSHOP SESSION II
3:15 PM – 3:30 PM	REFRESHMENTS Grand Foyer
3:30 PM – 5:00 PM	WORKSHOP SESSION III
5:15 PM – 6:00 PM	SPECIAL INTEREST GROUPS MEET

TUESDAY, NOVEMBER 18, 2008

7:30 AM – 8:45 AM	BREAKFAST Salon III
8:45 AM – 10:15 AM	WORKSHOP SESSION IV
10:15 AM – 10:30 AM	REFRESHMENTS Grand Foyer
10:30 AM – 12:00 PM	WORKSHOP SESSION V
12:15 PM – 12:45 PM	LUNCH Salon III
12:45 PM – 1:30 PM	KEYNOTE: DR. PAT STANLEY Salon III
1:45 PM – 3:15 PM	WORKSHOP SESSION VI



MONDAY, NOVEMBER 17, 2008

10:15 AM – 11:45 AM SESSION I

- 1. Cracking the Code: Understanding the Language Demands of Postsecondary Texts**
Donna Kinerney, Melissa Zervos and Dominic Wang
Tiverton
- 2. Using Improvisational Theater in Professional Development and the Classroom**
Thomas Nash
Bristol B
- 3. Tools for Success: A Tour of the NCTN College Transition Toolkit**
Sandy Goodman
Bristol A
- 4. Combining Approaches to ESL College Transition**
Mihaela Cosma, Alina Vanica and Geraldine Moloney
Salon V
- 5. Partnerships & Creative Collaborations for Adult Education**
Jose Cruz
Patriots
- 6. Would We Teach Differently if We Didn't Know Test Results?**
Mary Lou Friedline
Salon IV
- 7. Making Connections: Promising Practices in Adult and Developmental Education**
Barbara Scarcella-Bonham and Hunter R. Boylan (not attending)
Narragansett
- 8. College Transitions and Social Justice Curriculum – What's the Connection?**
Cynthia Peters
Rhode Island

1:45 PM – 3:15 PM

SESSION II

- 1. Meeting the Math Transition Challenge at the City University of New York**
Steve Hinds
Salon IV
- 2. Implementing Maine's College Transitions Program**
Larinda Meade, Pat Theriault and Ann Sargent Slayton
Tiverton
- 3. GED Bridge Programs – Transitioning from GED to College and Work**
Jane Mackillop, Amy Dalsimer and Linda Chin
Bristol B
- 4. 10 NEW Strategies for Effective Instruction of Adult Learners**
John Parks LeTellier
Salon V
- 5. Career Planning: The Key to College Transitions**
Carol Bower and Martha Oesch
Bristol A
- 6. From ABE to College: What Do Our Students Say?**
Tünde Csepelyi
Narragansett
- 7. College Transition using the Learner Web**
Clare Strawn
Patriots
- 8. Transition to Postsecondary Education for 18 - 24 Year Dropouts**
Phil Linfante and Renita Ragan
Rhode Island

3:30 PM – 5:00 PM

SESSION III

- 1. Meeting the Reading/Writing Transition Challenge at the City University of New York**
Hilary Sideris and Gayle Cooper-Shpirt
Bristol A
- 2. Creating a Successful Adult Education/College Partnership in Ten Easy Steps**
Julie Scoskie
Salon V

3. Student Leadership and Alumni Engagement: Strategies for GED to College Transition

Katy Taylor, Jeniffer Herrera-Andujar, Elizabeth Payamps and Club Impact team
Rhode Island

4. Developing Healthcare Career Ladders for Adult English Language Learners

Jodi Crandall
Bristol B

5. Transitioning Adult GED Recipients to Enrollment in Community College: A Research Perspective

Hal Beder and Marian Eberly
Patriots

6. Access and Retention for Immigrant Students in New York

Marian Blaber
Tiverton

7. College Transitions and Social Justice Curriculum – What’s the Connection?

Cynthia Peters
Narragansett

8. Algebra as the Gate Keeper: Developing Algebraic Reasoning

Pam Meader
Salon IV

TUESDAY, NOVEMBER 18, 2008

8:45 AM – 10:15 AM SESSION IV

1. Free Reading for College Transition Readiness in the ESOL Classroom

Celeste Mazur
Rhode Island

2. Transition Model for Adult Education to College and the Workforce

Karon Rosa and Karen Wheeler
Bristol A

3. Our Mission is Transition

Donna Miller-Parker and Sara Baldwin
Salon IV

4. Algebra as the Gate Keeper: Developing Algebraic Reasoning

Pam Meader

Salon V

5. Video Podcasting Books and the Classroom Lectures

Steve Timmer

Narragansett

6. A Pathway to Pathways: One Program's Leap into Transitional Programming

Donna Kinerney and Emma Wilson

Patriots

7. Implementing Maine's College Transitions Program

Larinda Meade, Pat Theriault and Ann Sargent Slayton

Tiverton

8. Student Retention Through Student Success

Jane Greiner

Bristol B

10:30 AM – 12:00 PM SESSION V

1. Delivering Developmental Education in the Community in Partnership with a Community College

Dr. Brenda Dann-Messier and James Alexander

Patriots

2. Would We Teach Differently if We Didn't Know Test Results?

Mary Lou Friedline

Salon V

3. Transitioning to College and Career Success

Maria Knuth, Jennifer Bell and Sharon Martin

Salon IV

4. A REAL Basic Skills Model for Transition to College

Nancy Hampson and Gary Gleckman

Rhode Island

5. Mentoring to Support Transitions-level Teachers

Kimberly Johnson and Betsy Parrish

Bristol B

6. Connecting Aspirations to a Plan

Wendy Ault, Don Lebel and Connie Patton

Tiverton

7. Update on OVAE's Ready for College

Christopher Coro
Bristol A

8. Tools for Success: A Tour of the NCTN College Transition Toolkit

Sandy Goodman
Narragansett

1:45 PM – 3:15 PM

SESSION VI

1. Exploring Support Systems for Parents Transitioning to College

Lindy Whiton and Stephanie Gale
Rhode Island

2. Bridging Community and College Programs for ESOL Student Success

Laura Porter and Geng Lin
Patriots

3. A Transitions to College Network-Systems Building Step by Step

Sharon Hoffman, Johan Uvin, Marie Crecca-Romero, Angela Downing and Angela Salvatore
Bristol A

4. Welcome to "Smooth Transitions" (ABE to College)

Kermit Dunkelberg, Michele Sedor and Robin Hodgkinson
Tiverton

5. Career Planning: The Key to College Transitions

Carol Bower and Martha Oesch
Bristol B

6. Learner Persistence: What We're Learning through Action Research

Andy Nash and Janet Hedlund
Narragansett

Conference Registration hours

Sunday, November 16, 2008
6:00 pm – 8:00 pm

Monday, November 17, 2008
8:00 am – 4:00 pm

Tuesday, November 18, 2008
9:00 am – 3:00 pm

Exhibit hours

Monday November 17, 2008
11:30 am – 5:00 pm

Tuesday, November 18, 2008
8:00 am – 2:00 pm

Location: Grand Foyer

A G E N D A

SUNDAY, NOVEMBER 16, 2008

6:00 PM – 8:00 PM **CONFERENCE REGISTRATION**
Grand Foyer

MONDAY, NOVEMBER 17, 2008

8:00 AM – 4:00 PM **CONFERENCE REGISTRATION**
Grand Foyer

10:15 AM – 11:45 AM **WORKSHOP SESSION I**

1. Cracking the Code: Understanding the Language Demands of Postsecondary Texts

Donna Kinerney, Melissa Zervos and Dominic Wang
Tiverton

Are you new to ESL and trying to transition your English language learners into other programs? Are they having problems with understanding the texts used in these classes? Join us and learn why some texts work (or don't) for students and how you can help facilitate comprehension.

Donna Kinerney, Ph.D., has worked in adult ESOL programs since 1991 both as a teacher and administrator.

Melissa Zervos, MA, is the Instructional Support Trainer with the Montgomery College Adult ESOL & Literacy - GED Program.

Dominic Wang, MA, is the Instructional Services Director in the Refugee Targeted Assistance Program at the Montgomery College.

2. Using Improvisational Theater in Professional Development and the Classroom

Thomas Nash
Bristol B

Discover how to utilize improvisational theater techniques as tools for problem solving as a professional development activity, in the ABE, ESOL or College Transition classroom or even to heighten organizational or community awareness. You will be actively involved in theater games and scenario development. Theater experience is not required.

Thomas Nash has over twenty years of experience as an Adult Education Director in Maine. Seventeen years of experience in theater training and performing/presenting this method to thousands of adults. Past President of the Maine Adult Education Association.

3. Tools for Success: A Tour of the NCTN College Transition Toolkit

Sandy Goodman
Bristol A

This workshop provides an introduction to the NCTN College Transition Toolkit and provides an opportunity for participants to test-drive some of the tools and activities. Participants will receive a worksheet to help them identify their current practices that promote transitions, as well as areas for further development. The toolkit can be purchased at the conference.

Sandy Goodman is the Director of the New England College Transition Project at World Education/NCTN and is an author of the *College Transition Toolkit*.

4. Combining Approaches to ESL College Transition

Mihaela Cosma, Alina Vanica and Geraldine Moloney
Salon V

This workshop addresses the stages, curriculum & instruction, and resources/logistics involved in different programming options meant to assist ESL student transition to college. Participants will be actively involved in examining the pros/cons and successes /challenges of bridge, I-BEST (Integrated Basic Education and Skills Training), and academic readiness coursework.

Mihaela Cosma, MA American Studies/TESOL certification, is a faculty member and ESL Coordinator at Lake Washington Technical College and has developed and supported implementation of ESL transition-to-college coursework.

Geraldine Moloney, MS Commerce & Legal Studies, has been a faculty member at Lake Washington Technical College for 22 years. She teaches Business Education, Computer Applications, and General Education classes.

Alina Vanica, MEd (with a major in teaching ESL), is a faculty member at Lake Washington Technical College and has been involved in developing and teaching ESL transition-to-college classes.

5. Partnerships & Creative Collaborations for Adult Education

Jose Cruz
Patriots

Participants will learn collaboration basics, how to establish common needs with diverse partners, how to deal with institutional barriers and personalities, ingredients for successful coalitions, how to secure supporters, and how to decide whether to convert a collaborative effort into a nonprofit organization. Models of successful collaborations will be reviewed.

Jose Cruz, chief executive officer, San Diego Council on Literacy; Recipient, 2003, San Diego Union-Tribune, "Educator of the Year" award; Former president, National Alliance of Urban Literacy Coalitions

6. Would We Teach Differently if We Didn't Know Test Results?

Mary Lou Friedline
Salon IV

This interactive session will explore ways for instructors AND students to maximize learning. Participants will use tools to identify learning needs and abilities not addressed in standardized assessments. Participants will leave with contextualized instruction lessons to address the needs of multi-level learners in open entry/open exit and managed enrollment classrooms.

Mary Lou Friedline has taught ABE, GED, ESL, and Transitioning for 25 years in organizations in Southwest PA. She provides technical and instructional trainings at regional, state, and national levels.

7. Making Connections: Promising Practices in Adult and Developmental Education

Barbara Scarcella-Bonham and Hunter Boylan (not in attendance)
Narragansett

This presentation will address the advantages that may be obtained from greater collaboration between college adult and developmental education programs. Discussion will summarize these advantages, identify strategies to be used in collaboration, describe resources and exemplary programs, and provide an opportunity for participant discussion.

Barbara S. Bonham is the Professor and Cohort Advisor for the Higher Education Graduate Program in the Department of Leadership and Educational Studies at Appalachian State University, Boone, NC. She serves as Senior Researcher for the National Center for Developmental Education and is a faculty member for the Kellogg Institute.

Hunter Boylan is Director of the NCDE, a Professor of Higher Education, and former Director of the Kellogg Institute. He is a past President of the National Association for Developmental Education, and the Principal Investigator for the National Study of Developmental Education. Hunter will not be presenting at the conference.

8. College Transitions and Social Justice Curriculum – What’s The Connection?

Cynthia Peters
Rhode Island

Explore the connection between college transitions and social justice. We will use materials from *The Change Agent* to uncover the ways that an empowerment model of education, which affirms each person’s agency in their own lives and in their community, can support and guide a student through the transition to college.

Formerly an ESL/ABE teacher, **Cynthia Peters** is the editor of *The Change Agent*.

12:00 PM – 12:30 PM

LUNCH

Salon III

12:30 PM – 1:30 PM

CONFERENCE OPENING

Ellen Hewett, Director, National College Transition Network

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

Jessica Spohn, Senior Program Officer,
Nellie Mae Education Foundation

KEYNOTE: Mental Floss... Breakthroughs for Adult Learners

John Parks LeTellier
Salon III

John Parks LeTellier is an international trainer and educational consultant. He has been involved in Quantum Learning Network programs as a curriculum developer and facilitator for over 20 years, having trained teachers and administrators in over 250 schools.

John has led Quantum Learning workshops around the world for students, educators and senior corporate executives. As founder of the Colorado NeuroLearning Center, John is a pioneer in the art of applying learning styles and modalities to individual learning systems. He is also the author of the program: Dedicated to Excellence.

1:45 PM – 3:15 PM WORKSHOP SESSION II

1. Meeting the Math Transition Challenge at the City University of New York

Steve Hinds
Salon IV

The Adult Literacy/GED Program at the City University of New York has developed an innovative model for transitioning GED graduates to college math by emphasizing conceptual understanding and by using a concrete, context-rich approach to algebra. Come see examples from our “living” curriculum, classroom footage, and view our model of teacher collaboration.

Steve Hinds has experience teaching math, writing curricula, and providing staff development for math teachers of adults and children for 8 years. Currently, he is the Math Staff Developer at the City University of New York Adult Literacy/GED Program, where he also coordinates their College Transition Math classes.

2. Implementing Maine’s College Transitions Program

Larinda Meade, Pat Theriault and Ann Sargent Slayton
Tiverton

The Maine College Transitions Program, offered through the adult education programs, has expanded to statewide coverage starting in July, 2007. The panel will discuss creating a program identity, using the “cohort” model, and creating a county wide program. An overview of Maine’s history and approach to College Transitions is an integral part of the presentation.

Larinda Meade has over thirty years experience in adult education and workforce development. She has been a teacher, counselor, and administrator in local adult education program, Director of the Bureau of Employment Services, Maine Department of Labor and currently she is the Coordinator, Maine College Transitions Program.

Pat Theriault has been Director of Lawrence Adult Education for ten years, has a Master’s Degree in Education with a concentration in adult education. Prior to her current position, Pat has worked in education for fifteen years.

Ann Sargent Slayton has over fifteen years experience teaching, counseling and administering adult education programs.

3. GED Bridge Programs – Transitioning from GED to College and Work

Jane Mackillop, Amy Dalsimer and Linda Chin
Bristol B

This workshop provides an overview of LaGuardia Community College's GED Bridge Programs which prepare adults for the GED exam while simultaneously providing workforce preparation, career counseling, and college advisement for careers in health care or business/technology industries and the liberal arts. Multi-media presentation will include Powerpoint, handouts, samples of curriculum & student work, and Q & A session.

Jane MacKillop is the Associate Dean of Adult & Continuing Education at LaGuardia Community College (CUNY) where she is responsible for tuition-based programming and pre-college programs. Author of several books and articles on adult literacy education, she has a Ph.D. from the University of Sheffield, UK.

Linda Chin is the Program Coordinator of the GED Bridge to Health Careers Program at the Adult Learning Center at LaGuardia Community College (CUNY). The GED Bridge to Health Careers Program is funded by the New York City Mayor's Office of Adult Education to assist students prepare for a career in the health-care field while studying for the GED exam.

Amy Dalsimer has directed a variety of adult literacy, workforce development, and college transition initiatives at the City University of New York. At LaGuardia Community College, she currently serves as a program and curriculum development consultant on the GED Bridge to Health Careers and the GED Bridge to Business Careers Programs.

4. 10 NEW Strategies for Effective Instruction of Adult Learners

John Parks LeTellier
Salon V

Attendees in this session will learn and experience 10 powerful brain-considerate, proven instructional methods for improving student engagement, promoting greater comprehension of new content and supporting retention. Discover specific applications for improving the quality of classroom management. Build a repertoire of instructional methods that engage students in every subject and initiate dramatic shifts in their motivation, class participation, test scores and overall achievement.

John Parks LeTellier is an international trainer and educational consultant. He has been involved in Quantum Learning Network programs as a curriculum developer and facilitator for over 20 years, having trained teachers and administrators in over 250 schools.

5. Career Planning: The Key to College Transitions

Carol Bower and Martha Oesch
Bristol A

Teachers and counselors will discover the career planning processes that will provide your students with tools to reach their goals. This session will focus on a wealth of activities designed to facilitate students' transitions to college. Participants will receive the newly revised SABES/NCTN Career Awareness Curriculum Guide.

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.

Martha Oesch has over 15 years experience in workforce development and adult basic education. As a consultant, she conducts statewide trainings for practitioners, develops curriculum, and facilitates peer networking sessions.

6. From ABE to College: What Do Our Students Say?

Tünde Csepelyi
Narragansett

This presentation summarizes findings of a qualitative study in which former ABE-ESL students shared insights about successful transitioning to a community college's academic programs. The presentation participants will walk away with information that is essential to establish or modify transitioning classes based on actual transitioned students' recommendations.

Tünde Csepelyi is a non-native English speaking ESL teacher who used to be an ESL student in the college where she now teaches.

7. College Transition Using the Learner Web

Clare Strawn
Patriots

An online, telephone-based and face-to-face adult learner support system, the Learner Web is for students in classes and also for those doing self study. It is driven by adult learner goals such as "Get a GED," and "Prepare for College" that lead to detailed Learning Plans.

Clare Strawn is Assistant Professor at Portland State University, Portland, Oregon, and has been an analyst on the Longitudinal Study of Adult Learning, which is the research behind the Learner Web. She leads the Learner Web project with Steve Reder.

8. Transition to Postsecondary Education for 18 - 24 Year Dropouts

Phil Linfante and Renita Ragan
Rhode Island

Transitioning on a faster track out-of-school 18-24 year old youths to postsecondary education which could be a model for the country. Included are goals and objectives and expected outcomes, such as increasing demonstrated improved literacy and mathematics skills using pre and post tests.

Dr. Phil Linfante is the Dean of Educational Services at Essex County College. He holds a Ph.D. in Higher Education and Administration and Supervision.

Renita Ragan is Director of College - Yes at Essex County College. She has a Master's in Finance and a Bachelor's in Accounting and Business Administration.

3:15 PM – 3:30 PM

REFRESHMENTS

Grand Foyer

3:30 PM – 5:00 PM

WORKSHOP SESSION III

1. Meeting the Reading/Writing Transition Challenge at the City University of New York

Hilary Sideris and Gayle Cooper-Shpirt
Bristol A

The Adult Literacy/GED Program at the City University of New York has developed an innovative model for transitioning GED graduates to college reading/writing by emphasizing disciplinary ways of thinking, analysis of literary texts, and persuasive argument. Find out about our “living” curriculum, our model of teacher collaboration, and review student work.

Hilary Sideris is a curriculum and staff developer for the Adult Literacy/GED Program at the City University of New York. She has taught adult basic education and ESL, and developed materials for teachers of adults for 18 years.

Gayle Cooper-Shpirt is a curriculum and staff developer for the Adult Literacy/GED Program at the City University of New York. For the past 20 years she has taught adult basic education and ESL, and developed materials for adult literacy instructors.

2. Creating a Successful Adult Education/College Partnership in Ten Easy Steps

Julie Scoskie
Salon V

Learn practical steps in this session to replicate an award-winning adult education/college partnership in Louisville, Kentucky. The tools you can take back to your program include beginning a partnership, forming a placement policy, managing data, creating targeted curricula, marketing your partnership, embedding postsecondary skills into a GED curriculum, plus much more.

Julie Scoskie has transformed a desire to help others into a successful 22-year career as an adult education professional. Scoskie currently serves as Director of the Jefferson County Public Schools Adult and Continuing Education (JCPSACE) program in Louisville, Kentucky.

3. Student Leadership and Alumni Engagement: Strategies for GED to College Transition

Katy Taylor, Jeniffer Herrera-Andujar, Elizabeth Payamps and Club IMPACT team
Rhode Island

“Improving Our Progress in College Today” (IMPACT) is the goal of an innovative student-led Club at Bronx Community College (CUNY) that has dramatically improved GED graduation and enrollment in college. The IMPACT model of peer support will be presented by student leaders and CUNY staff. The Mayor’s Office of Adult Education will discuss related efforts to build an Adult Education Alumni Alliance and Transition to College Internship program.

Katy Taylor is the Director of Program Support for the New York City Mayor’s Office of Adult Education. In partnership with CUNY, she spearheads a Transition to College Initiative and an Adult Education Alumni Alliance.

Elizabeth Payamps is the Director of CUNY Catch at Bronx Community College (BCC), a campus-based GED and college prep program offering a wide range of classes for students age 16-24.

Jeniffer Herrera-Andujar is an adult learner earning her GED in 2003. She recently graduated from Lehman College (2008) with a BA in Sociology and Psychology. She is currently working at the New York City Mayor’s Office of Adult Education.

The workshop team also includes **Robert Molina**, Integration Specialist at CUNY Catch and two student leaders from Club IMPACT. **William Ruiz** is the President

and a founding member of Club IMPACT as well as an alumni of the CUNY Catch GED program. He is currently enrolled in Bronx Community College. **Hipolito Rosario**, a CUNY Catch GED alumni and founding member of Club IMPACT, is now a senior at Lehman College majoring in Business Administration.

4. Developing Healthcare Career Ladders for Adult English Language Learners

Jodi Crandall
Bristol B

Demographic factors make the education of adult English Language Learners (ELLs) in healthcare careers critically important. But institutions attempting to transition adult ELLs into healthcare careers face a number of challenges. This presentation will discuss these challenges and identify some promising programs, practices, and policies that have helped to meet them.

Jodi Crandall – Professor, TESOL Education and Director, Language, Literacy, and Culture Program at UMBC – is a frequent presenter on issues of curriculum, program design, public policy, and teacher education for English Language Learners.

5. Transitioning Adult GED Recipients to Enrollment in Community College: A Research Perspective

Hal Beder and Marian Eberly
Patriots

Using a descriptive analysis derived from national data sets, (NPSAS, BPS, NAAL), this presentation focuses on what research says about the transition of GED recipients to community colleges. Implications will be discussed.

Hal Beder received his doctorate from Teachers College, Columbia University. He is a professor Emeritus at Rutgers University and was previously director of NCSALL at Rutgers.

Marian Eberly is the Assistant Dean for Academic Foundations, Raritan Valley Community College. She received her doctorate from Rutgers University.

6. Access and Retention for Immigrant Students in New York

Marian Blaber
Tiverton

Test your knowledge of immigrants' access to college. Find out why immigrant students in New York attend college at twice the national average. Learn about practices to help immigrants succeed in college. Review academic work created by these students and discuss successful practices for replication at other institutions.

Marian Blaber is the Director of the English Language Immersion Program and the College Prep Program at LaGuardia Community College/CUNY. Her interests include program administration and teacher training.

7. College Transitions and Social Justice Curriculum – What’s the Connection?

Cynthia Peters
Narragansett

Explore the connection between college transitions and social justice. We will use materials from The Change Agent to uncover the ways that an empowerment model of education, which affirms each person’s agency in their own lives and in their community, can support and guide a student through the transition to college.

*Formerly an ESL/ABE teacher, **Cynthia Peters** is the editor of The Change Agent.*

8. Algebra as the Gate Keeper: Developing Algebraic Reasoning

Pam Meader
Salon IV

Math continues to be the gatekeeper to many students transitioning into college. The biggest gatekeeper is understanding algebra. In this workshop we will explore how to develop algebraic reasoning in students by looking at patterns, developing the concepts of doing and undoing, abstracting from computation, and building rules for functions. We also will explore how to look at and question student’s work for a deeper understanding of mathematical concepts.

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

5:15 PM – 6:00 PM

SPECIAL INTEREST GROUPS MEET

[check your registration materials for details]

TUESDAY, NOVEMBER 18, 2008

7:30 AM – 3:00 PM **CONFERENCE REGISTRATION**

Grand Foyer

7:30 AM – 8:45 AM **BREAKFAST**

Salon III

8:45 AM – 10:15 AM **WORKSHOP SESSION IV**

1. Free Reading for College Transition Readiness in the ESOL Classroom

Celeste Mazur

Rhode Island

Free reading, or sustained silent reading of learner-chosen books, is a valuable curricular component and vehicle for academic skills development. The presenter will share insight from research and experience with free reading and share through hands-on demonstration accompanying activities that build college readiness skills and language awareness.

Celeste Mazur currently teaches ESOL reading, writing and grammar at Saint Paul College in Saint Paul, MN. She has taught ESOL in colleges, ABE programs, workplaces, and abroad since 1998.

2. Transition Model for Adult Education to College and the Workforce

Dr. Karon Rosa and Dr. Karen Wheeler

Bristol A

Adult students face many different challenges returning to school than traditional students. The Arkansas Career Pathways Initiative (CPI) uses many innovative techniques in both academic settings and in student services to address barriers critical to student success, especially those from the low-income groups. This presentation will focus on strategies initiated by CPI and the successes of the initiative in working with the adult education transition to college.

Dr. Karon J. Rosa, with over 30 years of educational experience, now serves as the program director for the Arkansas Career Pathways Initiative (CPI).

Dr. Karen Wheeler was named Associate Director of Academic Affairs for the Arkansas Department of Higher Education in July 2003. During her 10 years at the Department of Higher Education, she has held positions in several areas including federal programs, academic affairs, research and planning, institutional finance, and legislative affairs.

3. Our Mission is Transition

Donna Miller-Parker and Sara Baldwin
Salon IV

Come to hear about strategies used by a basic skills program to encourage student transitions to further education. These strategies resulted in increasing from 12% to 29% the number of students who moved from basic skills to college classes. Consider how you might adopt or adapt these strategies.

Donna Miller-Parker has 20+ years of experience in adult education, including teaching, teacher training, curriculum/assessment development, and administration. Currently she is Dean for Basic & Transitional Studies at South Seattle Community College.

Sara Baldwin has been a fulltime ESL faculty member at South Seattle Community College since returning from teaching many years in the Middle East. She was Activity Director for the just completed Title III Grant.

4. Algebra as the Gate Keeper: Developing Algebraic Reasoning

Pam Meader
Salon V

Math continues to be the gatekeeper to many students transitioning into college. The biggest gatekeeper is understanding algebra. In this workshop we will explore how to develop algebraic reasoning in students by looking at patterns, developing the concepts of doing and undoing, abstracting from computation, and building rules for functions. We also will explore how to look at and question student's work for a deeper understanding of mathematical concepts.

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

5. Video Podcasting Books and the Classroom Lectures

Steve Timmer
Narragansett

This is an interactive demonstration on how to turn a hard copy book or E-Book into a V-Book that can be played on personal media players giving students the ability to see as well as hear what is being read, seeing the accompanying pictures, all without having to be in front of the computer. Embracing technology that students are already using.

Dr. Steve Timmer received his PHD from Central Michigan University in business philosophy and is currently working on his second in educational administration. His research focuses on the increased demand for literacy proficiency in education and employment.

6. A Pathway to Pathways: One Program's Leap into Transitional Programming

Donna Kinerney and Emma Wilson
Patriots

The Montgomery College Adult ESOL & Literacy – GED Program, a recent transplant to the College, is creating a career pathways/transitions program. Join us in a discussion of what we've learned: communication strategies for dealing with new partners; ways to engage teachers; and planning steps, from needs assessment to evaluation.

Donna Kinerney, Ph.D., has worked in adult ESOL programs since 1991 both as a teacher and administrator. As Instructional Dean at Montgomery College, she currently oversees WIA-funded ESOL and ABE classes as well as refugee workplace training programs and is adjunct faculty in the TESOL program at the University of Maryland Baltimore County.

Emma Wilson, MA, is the Program Manager for the Adult ESOL & Literacy – GED Program at Montgomery College. Emma has over 16 years teaching experience in both teaching English for Academic Purposes, ESL, and Spanish as well as with student testing, advising, working with community groups, teacher training, and curriculum development and implementation.

7. Implementing Maine's College Transitions Program

Larinda Meade, Patricia Theriault and Ann Sargent Slayton
Tiverton

The Maine College Transitions Program, offered through the adult education programs, has expanded to statewide coverage starting in July, 2007. The panel will discuss creating a program identity, using the "cohort" model, and creating a county wide program. An overview of Maine's history and approach to College Transitions is an integral part of the presentation.

Larinda Meade has over thirty years experience in adult education and workforce development. She has been a teacher, counselor, and administrator in local adult education program, Director of the Bureau of Employment Services, Maine Department of Labor and currently she is the Coordinator, Maine College Transitions Program.

Pat Theriault has been Director of Lawrence Adult Education for ten years, has a Master's Degree in Education with a concentration in adult education. Prior to her current position, Pat has worked in education for fifteen years.

Ann Sargent Slayton has over twenty years experience teaching, counseling and administering adult education programs.

8. Student Retention Through Student Success

Jane Greiner
Bristol B

How do your students' emotions and attitudes affect their ability to "stay the course"? We will review the relationship between students' self-efficacy and persistence. Specifically, we will look at the effects of stress, anxiety and tension on self-efficacy and learning. We will explore opportunities within instructional settings to counteract these negative effects.

Jane Greiner is the professional development coordinator for ProLiteracy's Programs and Professional Services Division. She serves on the executive committee for the Association of Adult Literacy Professional Developers (AALPD) and trains volunteer adult literacy tutors.

10:15 AM – 10:30 AM REFRESHMENTS

Grand Foyer

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

1. Delivering Developmental Education in the Community in Partnership with a Community College

Dr. Brenda Dann-Messier and James Alexander
Patriots

The workshop presentation will describe the developmental education model developed by Dorcas Place and the CCRI. The presentation will incorporate lessons learned from the first semester and revisions made to the original design, and projected long term outcomes for the project.

Dr. Brenda Dann-Messier is the the President of Dorcas Place. She serves on the state's Board of Governor's for Higher Education and the board of the RI Higher Education Assistance Authority.

James Alexander is the Director of College Preparatory Programs at Dorcas Place in Providence. He belongs to several local, national and international organizations serving under-represented populations.

2. Would We Teach Differently if We Didn't Know Test Results?

Mary Lou Friedline
Salon V

This interactive session will explore ways for instructors AND students to maximize learning. Participants will use tools to identify learning needs and abilities not addressed in standardized assessments. Participants will leave with contextualized instruction lessons to address the needs of multi-level learners in open entry/open exit and managed enrollment classrooms.

Mary Lou Friedline has taught ABE, GED, ESL, and Transitioning for 25 years in organizations in Southwest PA. She provides technical and instructional trainings at regional, state, and national levels.

3. Transitioning to College and Career Success

Maria Knuth, Jennifer Bell and Sharon Martin
Salon IV

The presenters will discuss two bridge programs that transitioned ESL and Adult Education students into college career programs. Faculty collaboration, an orientation to college, and contextualized reading and math instruction are key ingredients. The presenters describe program implementation, funding, recruitment, retention, instructional techniques and curricular as well as institutional outcomes.

Maria Knuth teaches ABE and GED math at Harper College. She has two Master degrees from Concordia University and a Bachelor of Arts Degree in mathematics from DePaul University.

Jennifer Bell, Assistant Professor, teaches both ABE/GED and nonnative literacy at Harper College. She has presented both locally and nationally.

Sharon Martin, Assessment and Resource Specialist teaches ABE/GED English classes at Harper College. She has a Masters degree from Northern Illinois University.

4. A REAL Basic Skills Model for Transition to College

Nancy Hampson and Gary Gleckman
Rhode Island

The noncredit division of the San Diego Community College has created models for transitioning its students to the credit program. The models feature managed enrollment, team teaching, direct instruction and extensive counselor support. This workshop will share the development and implementation process and early results of this new approach.

Nancy Hampson has an M.A. in Special Education. She has taught ABE/ESL at literacy levels for 30 years.

Gary Gleckman - Professor/Department Chair ABE/ASE, Continuing Education, San Diego Community College District, 1981-Present. Adjunct Reading Instructor, Southwestern College.

5. Mentoring to Support Transitions-level Teachers

Kimberly Johnson and Betsy Parrish
Bristol B

In this interactive session, presenters will share the experience of a transitions teacher mentoring project, highlighting the process and the use of a reflective rubric designed to assess learner-centered, academic readiness instruction. Participants will assess the rubric and consider the value of a similar project in their own contexts.

Kimberly Johnson is ATLAS (ABE Teaching and Learning Advancement System) Coordinator and Assistant Professor at Hamline University. Her teaching and research focuses on adult and postsecondary teacher professional development.

Betsy Parrish is Professor and Coordinator of the Adult ESL/TEFL Certificate programs at Hamline University. She has worked as an ESL/EFL teacher, teacher educator, writer and consultant in the US, France, South Asia and Russia.

6. Connecting Aspirations to a Plan

Wendy Ault, Don Lebel and Connie Patton
Tiverton

Connecting Aspirations to a Plan is an initiative of the MELMAC Education Foundation. Through this innovative approach, adult education programs are able to start, engage and partner for college success. Come learn from the panel of practitioners about leveraging resources, new approaches, and partnership opportunities.

A Maine native, **Wendy Ault** is a graduate of Bates College in Lewiston, Maine. Ms. Ault served as University of Maine at Farmington's Associate Director of Admissions for seventeen years. For eight years of her time at UMF, she ran and was elected to the Maine House of Representatives representing part of Kennebec County from 1988 through 1996. Since 2001 Wendy has been the Executive Director of the MELMAC Education Foundation.

Don J. Lebel has been the Family, Employment and College Resource Coordinator for the MSAD #27 Adult and Community Education Program since 1996. Since 2006, Don has been the Coordinator of the St. John Valley College Access Program.

Connie Patton has a BS and an MBA and her expertise includes managing programs and activities in the field of education from 7th grade to college level, in the corporate world, military and apprentice programs. She is currently the Region 1 Representative for COABE (Commission on Adult Basic Education).

7. Update on OVAE's Ready for College

Christopher Coro
Bristol A

Interactive update on lessons learned from the U. S. Department of Education Office of Vocational and Adult Education's (OVAE) Ready for College: Adult Education Transitions Program (RFC). Explore contextualized intensive courses; professional development activities that help adult secondary education (ASE) teachers examine and re-conceptualize prior assumptions; electronic mentoring; and counseling "navigators."

Dr. Christopher Coro oversees various national activities for OVAE including research and technical assistance in the areas of adult reading, ESL, numeracy, college readiness, and teacher quality.

8. Tools for Success: A Tour of the NCTN College Transition Toolkit

Sandy Goodman
Narragansett

This workshop provides an introduction to the NCTN College Transition Toolkit and provides an opportunity for participants to test-drive some of the tools and activities. Participants will receive a worksheet to help them identify their current practices that promote transitions, as well as areas for further development. The toolkit can be purchased at the conference.

Sandy Goodman is the Director of the New England College Transition Project at World Education/NCTN and is an author of the College Transition Toolkit.

12:15 PM – 12:45 PM

LUNCH

Salon III

12:45 PM – 1:30 PM

KEYNOTE: Dr. Pat Stanley

Salon III

Dr. Pat Stanley was sworn in as the Deputy Assistant Secretary in the Office of Vocational and Adult Education in mid December 2006. Selected for her comprehensive knowledge of community colleges and experience with Workforce and Adult Education, Pat's primary responsibilities are for all initiatives and policies affecting community colleges and postsecondary education.

Dr. Stanley was President of Frederick Community College (FCC) from January 1998 to August 2005 becoming FCC's sixth and first female president. Her work on behalf of community colleges has taken her around the world on consulting assignments and to conferences in Kuwait and Thailand. Pat has been a member of the American Association of Community Colleges (AACC) Board of Directors, the Executive Committee of the Presidents Academy, and a member of the American Council of Education Commission on Women.

1:45 PM – 3:15 PM WORKSHOP SESSION VI

1. Exploring Support Systems for Parents Transitioning to College

Lindy Whiton and Stephanie Gale
Rhode Island

This presentation will explore supports needed for parents in transition to college programs. Attendees will have the opportunity to learn about G.C.C.'s Next Step Up's process in building a Parent Network. They will also have the opportunity to begin to develop actions for their own programs.

Lindy Whiton, Ed.D. has been working with non-traditional students since 1983. She was a founder of *The Literacy Project, Inc.* in Western Massachusetts and now coordinates the transition-to-college program at GCC.

Stephanie Gale is a mother of one and a current student at GCC. She works for Greenfield Big Brothers Big Sisters and is interested in developing support systems for non-traditional community members. She will finish her Associates Degree in May '09.

2. Bridging Community and College Programs for ESOL Student Success

Laura Porter and Geng Lin
Patriots

In this interactive workshop, participants will engage in an active exploration of the diverse challenges facing high-level ESOL students from varied circumstances, consider programming opportunities and limitations in the development of a transitions program from community organization to community college, and examine details about Center for New Americans' recently piloted transitions program.

Laura Porter has been an ESOL instructor for more than 10 years in the Western Massachusetts area, working in community based and college environments.

Geng Lin is a Chinese student who came to Northampton more than a year ago and advanced from the high-intermediate English class to both a GED program and the Transitions to College program at CNA.

3. A Transitions To College Network – Systems Building Step by Step

Sharon Hoffman, Johan Uvin, Marie Crecca-Romero, Angela Downing and Angela Salvatore
Bristol A

What building blocks are necessary to establish a Transitions to College Network? Bringing adult learners into the postsecondary world requires careful planning with education institutions, adult education providers, employers and policy makers. A presentation by Rhode Island's Transitions to College Partnership Network will provide many answers to your questions.

Sharon Hoffman manages state's largest GED test center; GED Prep/College Readiness program; Transitions to College Network; non-credit ESL program; Workplace Solutions.

Johan E. Uvin, State Director Adult and Career and Technical Education for Rhode Island. Master's in Teaching ESOL, School for International Training; Master's in International Education and a Doctorate in Administration, Planning, and Social Policy from the Harvard Graduate School of Education.

Marie Crecca-Romero has been Program Director of the RIRAL-Transition to College program since its onset in 2000. GED and ESOL instructor for RIRAL; ESL instructor for CCRI; EDP assessor; mentor to numerous adult students.

Angela Downing has oversight responsibilities for the College Prep programs, the Developmental Institute, and the Family Literacy program.

Angela Salvatore, Transitions Pathways Coordinator. M.ED. Rhode Island College, B.A., Rhode Island College

4. Welcome to "Smooth Transitions" (ABE to College)

Kermit Dunkelberg, Michele Sedor and Robin Hodgkinson
Tiverton

Members of the Holyoke Community College ABE to College "Smooth Transitions" Working Group, comprised of ABE and community college staff in Holyoke, Massachusetts, will share their process, challenges, and successes in cooperative efforts to "smooth out" transitions from Adult Basic Education programs to college. Add your ideas to the mix!

Kermit Dunkelberg is a co-founder of the "Smooth Transitions" Working Group at Holyoke Community College, and the Program Coordinator and an ESOL Instructor at the Ludlow Area Adult Learning Center.

Michele Sedor works for SABES, the Massachusetts professional development system and has worked in the field of ABE for over 20 years. She has been a member of the "Smooth Transitions" group since its beginning.

Robin Hodgkinson is an ESOL teacher and Executive Director of the Community Education Project (CEP) in Holyoke, Massachusetts. He has worked closely with HCC staff in the design and implementation of the CEP/HCC ABE to College Transition program and is part of the "Smooth Transitions" Working Group.

5. Career Planning: The Key to College Transitions

Carol Bower and Martha Oesch
Bristol B

Teachers and counselors will discover the career planning processes that will provide your students with tools to reach their goals. This session will focus on a wealth of activities designed to facilitate students' transitions to college. Participants will receive the newly revised SABES/NCTN Career Awareness Curriculum Guide.

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.

Martha Oesch has over 15 years experience in workforce development and adult basic education. As a consultant, she conducts statewide trainings for practitioners, develops curriculum, and facilitates peer networking sessions.

6. Learner Persistence: What We're Learning through Action Research

Andy Nash and Janet Hedlund
Narragansett

This session will briefly introduce participants to the academic research on learner persistence and then focus on the key findings of the New England Learner Persistence (NELP) Project, in which eighteen programs investigated promising persistence strategies in their own contexts.

Andy Nash is the Director of the New England Learner Persistence Project at NELRC/World Education.

Janet Hedlund had worked 25 years in public education as an English teacher and reading specialist at the middle and high school levels. She is presently in her 6th year as educational counselor to GED and ESOL students at the Quinsigamond Community College Adult Community Learning Center.

WE WOULD LIKE TO THANK THE EXHIBITORS FOR THEIR SUPPORT.

Cambridge University Press

Cambridge University Press, publishing the finest academic and educational writing since 1584. Please visit our booth to examine our ESL, English for academic purposes, adult education, and applied linguistics titles.

National Center for Developmental Education

The National Center for Developmental Education (NCDE) provides instruction, training programs, research and other services to a national audience of professionals dedicated to serving under prepared and disadvantaged college student.

Pearson Longman

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

Steck-Vaughn

Steck-Vaughn educational publishing group promotes products designed to assess learners' skills, match them to appropriate content, and accelerate them to meet or exceed expectations.

WELEARN

WE LEARN promotes women's literacy as a tool for personal growth and social change through networking, education, action, and resource development.

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 notify 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. Our online courses prepare practitioners and administrators to create and strengthen college transition services

Transition Toolkit:

The *NCTN Transition Toolkit* 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.

Other Resources:

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

NCTN at COABE 2009:

Along with our traditional NCTN Transition Strand at COABE (April 18-22, 2009 in Louisville, KY), we will be presenting a pre-conference workshop, *Models and Strategies for Adult Transition to Postsecondary Education*, on April 18. Please email us at nctn@worlded.org for more details.



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