



Pathways to Success: Academic Transitions Panel

Tuesday, June 23, 2009



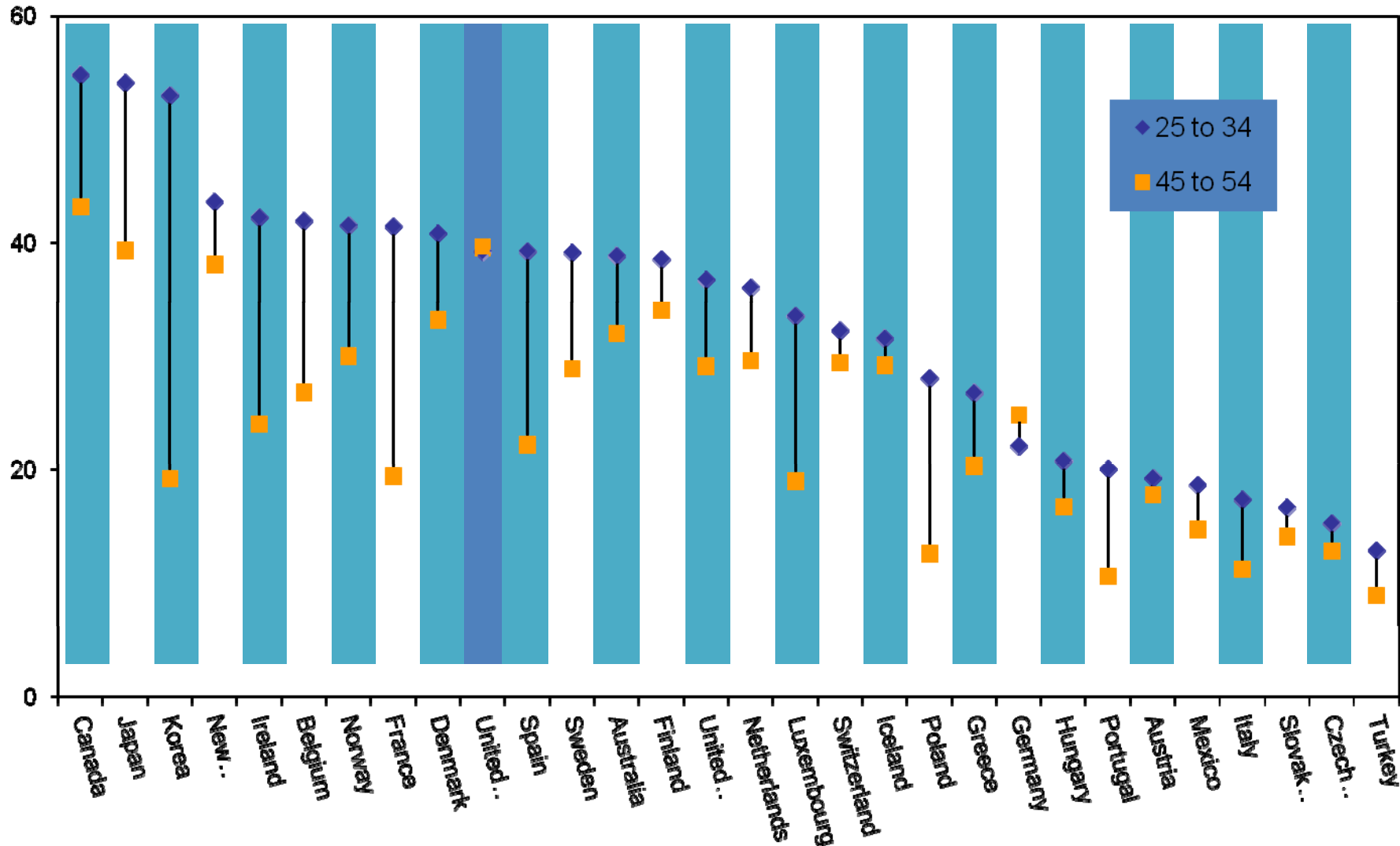
Academic Transitions: A Federal Perspective

Cheryl Keenan
Director of Adult Education and
Literacy
U.S Department of Education

"We will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world."

-- President Barack Obama,
February 24, 2009

Differences in College Attainment (Associate & Higher) Between Younger & Older Adults—U.S. & OECD Countries, 2006



Prominent Practices in High Performing Programs

CASE STUDIES OF ABE TO COLLEGE

Program Structure and Organization

- Close proximity to college campus gave students a chance to acclimate
- “Enrollment link” between college and ABE program helped connect basic skills instruction and career interests
- Use of co-enrollment, integrated instruction, and blended courses

Quality and Nature of Instruction

- Helping students prepare for college assessments
- Aligning curriculum with developmental and postsecondary courses
- Intake procedures that include setting educational and career goals and developing action plans to meet those goals

Support Services

- Helped students address personal barriers to participation
- Provided by referring students to
 - network of support services available through the community college
 - local human service and workforce agencies
- ABE instructors providing personal support and encouragement

Program Collaboration

- Personal and organizational relationship with college gets information to students about college, application process, and career pathways
- Strategies include inviting faculty to ABE classes to make presentation and providing college application materials

Ready For College

- Focus on preparing out of school youth for college success
- Two-year grants in four states (CO, KS, NC, NJ)
- Developing “bridge” courses, mentoring services, and curriculum enhancement, and teacher training

Descriptive Study by American Institutes for Research

TRANSITIONING ENGLISH LANGUAGE LEARNERS

CASAS National Summer Institute 2009

What is Transition Program for ELLs

- Programs that use a specific model or incorporate instructional approaches that aid English language learners in moving from ESL to ABE/ASE or to other programs or work
- Assist learners in successfully transitioning to the “next step” program by building a foundation of academic skills

TELL Program Characteristics

- Administration
- Curriculum and Instruction
- Program Design
- Teacher Preparation and Professional Development
- Assessment

Administration and Policy

- Collaboration with colleges, businesses/workplace education, and community based organizations that offer education supports, employment and training
- Joint planning between “sending” and “receiving” programs
- Funding for transition specific classes, teachers, and other needed supports
- Orientation which helps set transition related goals

Curriculum and Instruction

- Less emphasis on BICS, more on CALPS
- Emphasis on L2 writing
- Explicit instruction on academic vocabulary
- Emphasis on reading comprehension, specifically of content-related academic text
- Reading strategies to make sense of academic text and in-class discussions of reading
- Development of critical thinking skills

Curriculum and Instruction

- Less emphasis on life skills related listening and speaking
- Cultural understanding of text
- Address comfort of ELLs in non-ESL classroom, i.e., help ELL student to feel that “belong”

Program Design

- Focus on transition at all levels and involve all teachers in ESL and ABE/ASE
- Collaborative planning between ESL and ABE teachers
- Practices include co-lesson planning and ESL strategies for ABE teachers
- Arrangements - co-teaching & class swap
- Development of transition “pathway” or “track”

Teacher Preparation and Professional Development

- Pre and in-service training on transition to both ESL and ABE teachers
- Joint in-service for ABE and ESL teachers; sharing ESL teaching strategies with ABE teachers
- In-service focused on how to help ELLs succeed in ABE/ASE - special emphasis on language issues in content-based instruction and classroom cultural expectations

Assessment

- Assessment that captures English language proficiency, literacy skills and educational backgrounds of students
- Assessment that determines readiness for transition into academic focused classes
- Other assessment practices, such as using GED or college assessments



Pathways to Academic Success: Transitions and Collaboration Models in Kansas

Dianne S. Glass
Kansas Board of Regents
785.296.7159
dglass@ksbor.org

Transitioning in Kansas

Every program must have a detailed transitioning plan for ESL and ASE learners.

Shared values:

- All learners will benefit from participation in a higher level of education.
- Our communities, state, and nation will benefit from our learners transitioning to a higher level of education.
- Adult education staff members are the primary influence on whether a learner transitions or does not transition.

ESL Transitioning in Kansas

Transitioning program for ESL learners focuses on reading, writing, and/or math.

Instruction focuses on subject areas not on English language acquisition. ESL learners transition to ABE/ASE program or to post-secondary education.

ESL and ASE Transitioning

Kansas Beliefs:

- Transitioning begins at the adult education program's orientation—not at its GED graduation.
- Learning to access and to navigate the post-secondary education/training system is an essential life skill. It is the responsibility of a quality adult education program to teach the basic components underlying this skill—just as a quality adult education program should teach individuals how to access and navigate the workforce system, the community services system, the judicial system, and the medical services system.

Kansas Beliefs (cont.)

- How to access and navigate the post-secondary education system should be taught intracurriculum—not as an “add-on” or elective class.
- Instead of simply passing the GED or entering postsecondary education at the developmental education level, the primary educational outcome for every adult learner **MUST BE** the acquisition of the skills and knowledge necessary to enter postsecondary education at the credit-bearing level.

Lessons Learned from Project Next Step

1. Very few learners have the goal of immediately transitioning to post-secondary education or training.
2. Transitioning during the student's adult education tenure or immediately thereafter is the most successful model.
3. The most resistant barrier to transitioning are students' AND teachers' perceptions.

Kansas Policies Supporting Our Beliefs

Kansas Indicator of a Quality Adult Education Program: Measure 3.4

Program sets high expectations for learners, provides ongoing support, counseling and follow up and, in collaboration with postsecondary education partners, creates pathways for learners to enter postsecondary education or training programs. (8 points)

High (8 pts.)	Ten percent (10%) or greater of exited participants transition to postsecondary education or training programs.
Medium (4 pts.)	Five percent (5%) to nine percent (9%) of exited participants transition to postsecondary education or training programs.
Low (0 pts.)	Less than five percent (5%) of exited participants transition to postsecondary education or training programs.

Kansas Policies Supporting Our Beliefs

Learner Outcome: Demonstrated College Readiness

May be confirmed by one or more of the following:

- Minimum CASAS scores of 250 in reading and 240 in math,
- Minimum GED OPT score of 500 on each subtest on Forms PE or PF only,
- Minimum GED score of 500 on each subtest, and/or
- Scores on post-secondary institution's entrance exams above the developmental education levels.



Transition to Post-secondary Programs in Connecticut

Susan Pierson
Connecticut State Department of
Education
Susan.pierson@ct.gov
860-807-2121

- February 2004-With Title II Workforce Investment Act (WIA) funds, the State Department of Education set priority areas. One of the priority areas was Transitions to Postsecondary Education and Training.
- Federal money helps the Department to support initiatives such as Transitions.
- At the same time, Nellie Mae Foundation was already funding 3 ABE-to Post-Secondary grants in CT.
- Nationally, the Office of Vocational and Adult Education (OVAE) <http://www.ed.gov/about/offices/list/ovae/index> was recommending policy for improving quality of programs to prepare students for postsecondary education and careers.

- In 2004, ten grants of \$35,000 were awarded to Adult education programs

Total=\$350,000

Grants were continued until 2008

- In 2008, new RFP for Program Improvement Projects (PIPs) was issued with Transition again being one of the priority areas.

- Seventeen PIP grants of \$45,000 were awarded

Total= more than \$750,000

Priority Area Requirements

- Written agreements between AE provider and post-secondary partner
- Academic and career related counseling
 - Referral process for students with 16 or more credits, or with a score of 2500 on the Practice GED or NEDP students in portfolio review
- Academic assessments to ensure student readiness for enrollment in post-secondary
- Dual or concurrent enrollment in AE and Post-secondary courses (special consideration)
- Curriculum alignment
- Grantees and partners must come together 3 times a year

Activities

- Accuplacer done at Adult Ed sites-Fee waivers
- College Curriculum shared with AE to help with alignment (e.g. math and English)
- College Visits↔Admissions counselors at AE site
- AE instructors and Community college instructors sharing teaching assignments
- AE developed College writing class
- Community Colleges have uniform English and Math cut scores

Activities (Continued)

- Transition class required for graduation
- Adult Virtual High School-online transition course
- Urban Corridor curriculum alignment
- Technical High School Adult Certificate Programs

Professional Development

- *Transition Roundtables- 3 times per year including:*
 1. World Education presentations
 2. Program presentations-promising practices
 3. Web sites
 4. Networking and Annual National College Transition Conference

Challenges

- Case Management \$\$\$
- ESL literacy levels
- Consistent staff –both AE and Community College
- Funding classes for post-graduates

Successes

- **Connections and collaborations**
- More students enrolling in college credit courses or higher level developmental ed courses
- More students served in our adult ed programs
- Data collection-*National Student Clearing House*

The logo for CASAS National Summer Institute 2009 features the word "CASAS" in a large, blue, stylized font with a sunburst effect behind the "A". To its right, the words "National Summer Institute 2009" are written in a red, sans-serif font. A blue diagonal bar is positioned in the top right corner of the slide.

CASAS National
Summer Institute 2009

Concurrent Enrollment
and Transition Program
Louisville, Kentucky

Julie Scoskie, Director
Jefferson County Public Schools
Adult and Continuing Education
Email: jscoskie@adulthooded.win.net

Kentucky's Context for Collaboration

House Bill 1 (1997):

Post-Secondary Education Reform in Kentucky

A seamless, integrated system of postsecondary education leading to greater numbers of citizens attaining college/university degrees and/or the completion of the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and benefit from continuing education.

Senate Bill 1 (2000):

The Restructuring of Adult Education

A seamless, integrated system of adult education services resulting in greater numbers of adults with GEDs and entering postsecondary education and/or training.

Result:

- Aggressive enrollment and attainment goals for the community and technical college system and the adult education providers
- Increased access and affordability for students

Why partner, why now?

Historic Opportunity

“The Louisville region stands at a historic juncture. As (the 2003) merger creates the 16th largest municipality in the U.S., the new city has an opportunity to seize the moment, ‘get it right,’ and chart its destiny as one of the most progressive American cities.” (Brookings Report)

Address Serious Challenges

- Immigrants and refugees are the only growing segment of our population
- Low educational attainment which limits competitiveness in the “knowledge economy”

One Solution

- Promote increased educational attainment from GEDs to Ph.D.s.

How did the local program begin?

- ***Reviewed the Policy and Political Environment***
- ***Analyzed current data***
 - » *Ex. 80% of all incoming community college students assessed need some type of developmental education services*
 - » *Ex. 10% of all incoming freshmen at Jefferson Community and Technical College are GED recipients*
- ***Identified Possible Barriers to Successful Implementation***
- ***Agreed the Leaders Would Provide Support***
- ***Jointly Drafted a Memorandum of Understanding***

What is Educational Enrichment Services?

- Program offered by Jefferson County Adult Education in partnership with Jefferson Community and Technical College
- Annually serves 1,000 students annually in need of basic skills upgrade in the areas of reading, math, and English as a Second Language who are **concurrently** enrolled
- Provides **transition** of GED and ESL students to postsecondary education

Partnering is a two-way highway!

- **Concurrent Enrollment:**

- *Ask college faculty and Adult Education instructors to form a committee to guide assessment, curriculum development, alignment, and determine cut scores for referral.*

- **Transition:**

- *Discuss how to facilitate the transition of GED recipients to college*
 - *GED Express Classes*
 - *College Bound Introduction to College Course*
 - *Scholarships to College*
- *Discuss how to facilitate the transition of intermediate ESL students to college*
 - *International GED Prep Class (study skills, academic vocabulary, reading strategies, etc.)*
 - *EES Program*

What was the program design?

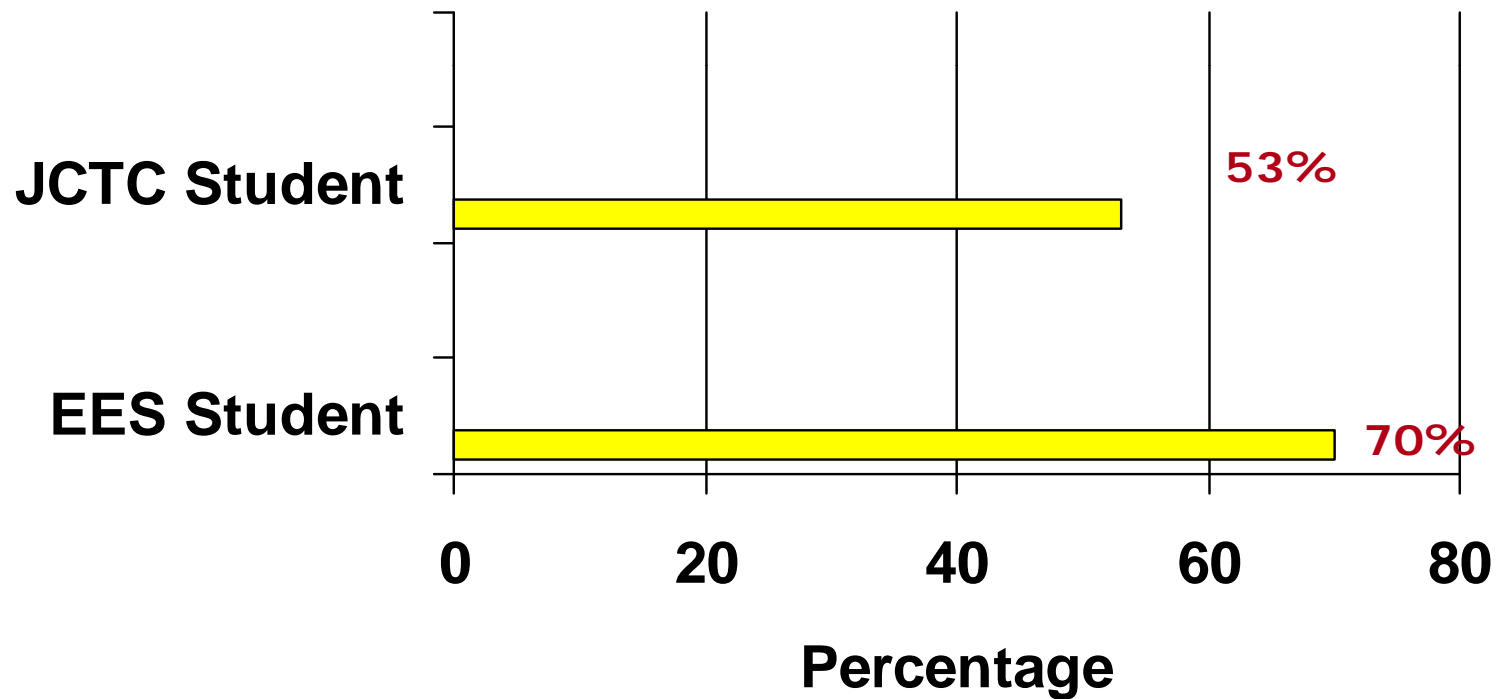
- *Re-branded Adult Education Services (Educational Enrichment Services)*
- *Shared resources (space, computers, student support services, professional development)*
- *Mirrored the college's schedule and format (Ex. Use a syllabus)*
- *Entered the concurrent courses into the college's data base and student information into the Adult Education data base*
- *Had students take both the Adult Education (CASAS or TABE) and the College's assessment (COMPASS)*

How are we held accountable?

- *Track, use, and report student progress*
 - *Demographics*
 - *Assessment Scores*
 - *Retention*
 - *Course Completion*
 - *Certificate/Degree Completion*
 - *Longitudinal data collected to measure long-term impact*
 - *Reports given monthly to partners and key stakeholders*

Results

Retention Rates Fall 06 to Fall 07



Results of EES

Fall 2003 to Fall 2007:

English:

- 82% EES Course Completion Rate
- 89% Eligible to Move to Next Course or Higher

Math:

- 79% EES Course Completion Rate
- 90% Eligible to Move to Next Course or Higher

ESL Results

Fall 2008 & Spring 2009

Conversation:

69% EES Course Completion Rate

60% Eligible to Move to Next Course or Higher

Life Skills Listening Test Series:

91 Students Pre- and Post-Tested

75 Completed a NRS Level

82% Earned an Upgrade

ESL Results

Fall 2008 & Spring 2009

Reading:

70% EES Course Completion Rate

60% Eligible to Move to Next Course or Higher

Life & Work Reading Test Series:

104 Students Pre- and Post-Tested

96 Completed a NRS Level

92% Earned an Upgrade

Results

Tracking the Original 262 EES Students from Fall 2003

- **Fall 2006: 52% (137) still enrolled**
(compared to 20% of all 1st time students from Fall 2003)
- **Fall 2007: 37% (97) still enrolled**
(compared to 16% of all 1st time students from Fall 2003)
- **Credentials earned: 43**
(8 associates degrees, 5 diplomas, and 30 certificates)

Questions?

To find out more:
Call: Julie Scoskie (502) 485-3816
Email: jscoskie@adulthoodedwin.net

Go to:
<http://www.workforcetraining4u.com>
and click on on “EES/Transitions”

And
<http://kyae.ky.gov>
and click on “Reports/Research” and then click on
“December 2008--*Transitioning to Postsecondary Education*”



Transition to Postsecondary Programs at Stockton Adult School

Carol S. Hirota
Stockton School for Adults
chirota@stockton.k12.ca.us

Stockton, California

- 286,927 population (State Department of Finance 2008)
- 43.3% speak a language other than English (2000 Census)
- 68.2 % age 25+ achieved high school diploma
- 15.4 % age 25+ achieved Bachelor's Degree +
- 23.9 % below poverty level (2000 Census)
- 15.6% unemployment rate (April 2009)
- 26% English learners (SUSD K-12 students)

Stockton School for Adults

Enrollment/Average Daily Attendance

Adult Basic Education

- 2002-2003 0/0
- 2003-2004 151/45
- 2004-2005 610/91
- 2005-2006 576/72
- 2006-2007 603/88
- 2007-2008 598/81
- 2008-2009 512/74

English as a Second Language

- 2002-2003 4,237/693
- 2003-2004 4,261/714
- 2004-2005 4,349/720
- 2005-2006 4,343/838
- 2006-2007 4,437/766
- 2007-2008 4,444/686
- 2008-2009 3,451/865

What Prompted the Changes at Stockton School for Adults?

Need for an Adult Literacy Program

- decoding, oral reading, comprehension, writing
- study skills

Resources:

California Adult Literacy Professional Development (CalPRO)
Research-Based Principles for Adult Basic Education Reading Instruction (John Kruidenier)

Locating and Correcting Reading Difficulties (Shanker, Ekwall)

Adult Basic Education Adult Literacy Stockton School for Adults

- Identify Students
 - Goal Setting & Orientation
- Assign Teacher
- Provide Professional Development
- Select Curriculum
- Select Assessment
- Create Delivery of Service Model
- Identify Support Services
- Academy of Reading
- Wilson Reading Program
- REWARDS
(Archer, Gleason, Vachon)
- Be a Better Reader
(Nila Banton Smith)
- Reciprocal Teaching
- Critical Thinking
- Bloom's Taxonomy
- Study Skills (Archer)

What Prompted the Changes to Start a Transition Program at Stockton School for Adults?

Need to successfully transition students from ESL to Adult Basic Education, Adult Secondary Education or other Postsecondary Education programs.

- academic vocabulary
- reading strategies
- study skills
- student support services

ESL/ABE/ASE Transition

Stockton School for Adults

- Identify Students
 - Goal Setting & Orientation
- Assign Teacher
- Provide Professional Development
- Select Curriculum
- Select Assessment
- Create Delivery of Service Model
- Identify Support Services
- Academy of Reading
- REWARDS
(Archer, Gleason, Vachon)
- Be a Better Reader
(Nila Banton Smith)
- Reciprocal Teaching
- Critical Thinking
- Bloom's Taxonomy
- Study Skills (Archer)
- GED/high school subject materials, textbooks

California WIA Title II Learners Federal Table 4 National Reporting System

<u>ABE</u>	<u>Beg Lit</u>	<u>Beg Basic</u>	<u>Int Low</u>	<u>Int High</u>
07-08 State Goal	25%	43%	36%	31%
07-08 State Average	26.4%	39%	35.3%	25.6%
07-08 Stockton	18.2%	54.5%	56.3%	37.3%
06-07 Stockton	10%	47.4%	35.9%	31.2%
05-06 Stockton	13.3%	37.1%	36.7%	18.2%
04-05 Stockton	4%	21.2%	24.5%	17.7%

Kaizen...Continuous Improvement

- Orientation process
- Assessment process
- Curriculum and Instruction
- Learner persistence
- Follow-up with students who exit
- Community agency collaboration
 - Community College
 - Employers
 - Other



Academic Transitions Panel: Classroom Focus

Dan Wann

Certified National CASAS Trainer

<dlwann@comcast.net>

Two Views of Transitions

A Concept or POV

- All students are transitional students
- Fluid, ever changing and dynamic
- Teacher driven and student focused
- Connect classroom to student support network

A formal Program

- A particular class of students identified
- Parameters–data driven-countable
- Institutional Team, student focused
- Develop “in-house” support network

Information Sharing At the Classroom Level

- How much do teachers need to know?
- Does instruction improve if teachers are aware which students are participants in transition programs?
- Do teachers have input into the design of transitional program(s)?
- What do teachers need to know about students to be effective in the classroom?

Student Critical Needs

- A support system
- Knowledge about being a student-- Learning to Learn
- Honest feedback on their skill level and performance
- Realistic and accurate information to use in decision making
- A classroom that is rich, rigorous and relevant

On Course: Principles for College Success by Skip Downing

- 1. Accepting Personal Responsibility
- 2. Discovering Self-Motivation
- 3. Mastering Self-Management
- 4. Employing Interdependence
- 5. Gaining Self-Awareness
- 6. Adopting Life-Long Learning
- 7. Developing Emotional Intelligence
- 8. Believing in Myself

Skip Downing

- An international consultant in the field of faculty development and student success strategies. His popular text, *On Course: Strategies for.....*
- [ON COURSE: Helping college educators promote student success](#)

These are the students in my Developmental Classes at Ivy Tech

ESL

- Student background– are they ESL only or are they basic skills L2 English learners
- Immigrant, refugee and international students need cultural knowledge about the USA and north American English
- Generation 1.5 – “CALP” and support for how to how to live in 2 cultures

Monolingual English

- Older adult 24-35 36 to 60
- GED- drop out, stop out
- Underprepared high school graduate-18-23
- Students with Developmental Disabilities
- Displaced Workers

Challenge for Teachers

- Students from disparate backgrounds with a wide variety of needs are placed haphazardly in Developmental Classes.
- Standards, institutional course syllabi, and legal requirements are realities
- How do I know who I am teaching?
- How do I identify critical learning needs?
- How do I help connect students with appropriate support personnel ?

Why is it so complicated ?

Transitional ESL: C & I

- L2 writing-Start with process based models
- As with Listening, use both top down and bottom up methods
 - Letter, word, phrase and sentence level
 - Generate ideas, organize, develop thesis, multiple drafting, peer and instructor feedback
- As students (English L1 & L2) clarify what they want to say, improve both fluency and accuracy

Transitional ESL: C & I

- Reading: top down & bottom up instruction
- Vocabulary list memorization not very effective
- Freerice.com
- Round Robin Reading is not oral reading
- Reading Strategies—SQ3R- model, practice, graphic organizers , develop ability to ask questions
- Model orally for students, thinking strategies
- Mary Ann Corley --HOTS

Transitional ESL:K-12 Models

ESL and Content Area Instruction

- Sheltered Instruction Observation Protocol, a research-based observation instrument used to measure sheltered instruction
- Content Based Instruction
- ESL Teacher in the Content Area Classroom

SIOP

Everything ESL.net

Judy Hanyes

- *The Sheltered Instruction Observation Protocol (SIOP)*
- Developed to make content material comprehensible to English Language Learners
- This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.
- Developed for k-12 ELLs
- SIOP Model includes
- Teacher preparation,
- Instructional indicators such as comprehensible input and
- The building of background knowledge
- Strategies for classroom organization and delivery of instruction.

What works?

Teachers and Students!

- A solid subject area knowledge base
- Understanding of adult learning
- Establish Clear goals and realistic expectations
- Involve students and expect team players
- One Size does not fit all –have a variety of activities that students can choose to meet a need or develop a skill
- Use technology to the greatest extent possible this includes cell phones, Facebook and U Tube

More What Works

- Teacher as coach –students identify and understand what coaches do
- Teacher as co-learner and another member of the team—if you believe that learning is its own reward then practice it in the classroom
- Model thinking strategies
- Define success for yourself as a teacher– I am successful when my students.....

Teacher Student Relationships

- Be available
- Be professional and be a human being
- Be encouraging and know something about the student as a person
- Expect student to be students and help them learn what successful students do
- Recognize the student out of class
- Follow student success
- Let current students see you interact with former students

Dan's Facebook Doodle Poll

- Should teachers and students be Facebook friends?
- Results coming soon



Thank you for attending!

We value your feedback. Please fill out the evaluation form. Return them to your presenter or visit Scantron in the Resource & Technology room for submission.