

# Professional Development Monthly Advisor and Planner (PD MAP)

## Theme: College and Career Readiness: Program-level Strategies January 2014

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### Welcome to the January Professional Development MAP!

This PD MAP is second in a series that focuses on preparing ABE/ASE/ESL learners to transition to post-secondary education, training and work. Last month's PD MAP focused on transition strategies teachers could implement with learners during instruction. This PD MAP focuses on program-level transition strategies of interest to program directors. The resources are organized in three areas: organizational and administrative practices, curriculum options, and non-instructional supports. Some of the strategies could be implemented immediately at AEFLA-funded programs; other strategies are included to build awareness among AEFLA staff about approaches underway at many postsecondary institutions. Understanding transition activities being implemented at colleges around the nation will help Colorado's adult educators keep abreast of new trends and developments. Sharing a common foundation of knowledge will benefit AEFLA-funded programs as they build or expand partnerships with the institutions of postsecondary education in their local communities.

A future PD MAP will focus on building partnerships, particularly for the purpose of creating bridges from adult basic education to career pathways, and for understanding and implementing contextualized or integrated instruction. These strategies can benefit all adult learners - ESL, ABE and ASE.

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### Self-Study:

#### [Organizational and Administrative Practices](#)

##### ***Transitioning Adults to College: ABE Program Models***

Zafft, C. and Kallenbach, S., National Center for the Study of Adult Learning and Literacy(NCSALL) and National College Transition Network (NCTN), 2006

[http://www.ncsall.net/fileadmin/resources/research/op\\_collegetransitions.pdf](http://www.ncsall.net/fileadmin/resources/research/op_collegetransitions.pdf)

This report shares the results of a national survey that identified five models used by adult basic education programs to promote transition of adult learners to postsecondary education. The models are: Advising Model, GED-Plus Model, ESOL Model, Career Pathways Model, and College Preparatory Model. The report describes the key features, strengths, and limitations of each model and profiles 2-3 programs that implement the model. The report also describes three challenges to postsecondary education for ABE learners.

##### ***Adult College Completion Toolkit***

U.S. Department of Education, Office of Vocational and Adult Education, 2012

<http://www.ed.gov/about/offices/list/ovae/resource/adult-college-completion-tool-kit.pdf>

This toolkit from OVAE was developed to connect state administrators and local adult education practitioners to strategies and resources developed by the USDOE. The toolkit focuses on three areas: access, quality, and completion. Each area contains 3-4 strategies for staff at the state level and for practitioners at the local level. Appendices B-E are handouts for learners "Five Steps to Prepare for College" for adult learners, individuals in corrections, veterans, and high-skill immigrants.

***Pathways to College for Academically Under-prepared Students***

National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Vol. 6, Issue D, Feb. 2004

<http://www.ncsall.net/index.html?id=183.html>

This short article contains a table comparing features of six organizational models for helping under-prepared adult learners be ready to take credit-bearing college courses. The six models are compared on these features: basic description, length, location, credit offered, cost to students, and other support.

***Promising Practices for Transitioning Students from Adult Education to Postsecondary Education***

Center for Student Success, California Community Colleges, 2009

<http://asccc.org/sites/default/files/Promising-Practices.pdf>

This report examines the literature on practices and programs seeking to improve adult students' transition from adult education to postsecondary education. Seventeen effective practices are organized into four key areas: organizational and administrative practices, program component practices, staff development practices, and instructional practices.

***Integrating Core College and Career Readiness Skills (NCTN Promising Practice 16)***

Grady, C., Jewish Vocational Service (Boston, MA)

<http://collegetransition.org/promisingpractices.briefs.coreskills.html>

This article describes how a multi-service workforce development agency identified seven core skills and trained staff members in all the agency's departments to integrate those skills whenever interacting with the agency's clients. The core skills are: test-taking, organizing, scheduling, research, critical thinking/problem solving, study skills, computer skills, and soft skills. The article identifies low-level and high-level activities that programs can use with learners for each core skill.

***Recruitment (NCTN Promising Practice 10)***

Sands, D., Executive Director, X-Cel Inc. Adult Education (Jamaica Plain, MA)

<http://collegetransition.org/promisingpractices.briefs.recruitment.html>

This article describes how a program revamped their recruitment practices to use three new strategies: integrating recruitment into current services, in-person recruitment, and encouraging students to think about postsecondary education early and often. Each strategy is described in detail. Challenges and evidence of effectiveness are explained.

***Orientation (NCTN Promising Practice 1)***

Keiran, J., Cape Cod Community College/SUCCESS College Transition Program, (Hyannis, MA)

<http://collegetransition.org/promisingpractices.briefs.orientation.html>

This article describes a 2-day orientation program that addresses psychological and life style barriers of GED learners transitioning to postsecondary education. Activities completed each day are outlined. Challenges and evidence of effectiveness are explained.

**Curriculum Options*****To Ensure America's Future: Strengthening Links Between Adult Education and Community Colleges***

Council for Advancement of Adult Literacy, 2005

<http://www.caalusa.org/ensureamericasfuture.pdf>

Parts of this document on which to focus are: Section III: Transitions, and Section V: Summary (The Adult Education Role). Section III describes learner potential, barriers to transition, bridge programs, articulation of curricula and assessments between the adult education program and the community college, the curricular continuum, and interfacing with developmental education.

***Promising Practices for Transitioning Students from Adult Education to Postsecondary Education***

Center for Student Success, California Community Colleges, 2009

<http://asccc.org/sites/default/files/Promising-Practices.pdf>

See the annotation above. Area D: Instructional Practices focuses on curriculum options.

***College Awareness-Readiness Curriculum***

Dreyfuss, E., Dunkelberg, K., Hodgkinson, R., Holyoke Community College, Ludlow Area Adult Learning Center, Community Education Project

[www.sabes.org/curriculum/instruction/college-awareness-curriculum.pdf](http://www.sabes.org/curriculum/instruction/college-awareness-curriculum.pdf)

This curriculum is a series of four 90-minute lessons for learners enrolled in Adult Basic Education GED and higher level ESOL. The “college knowledge” activities help learners better understand the value and accessibility of higher education and vocational training programs, and identify the skills and steps necessary to transition to college and/or a vocational training program. Each lesson plan identifies the objectives, contains activity handouts and homework assignments, and provides step-by-step instructions for the teacher.

***Math Curriculum Alignment (NCTN Promising Practice 12)***

Guzzo, L., Capital Community College, (Hartford, CT)

<http://collegetransition.org/promisingpractices.briefs.mathcurriculum.html>

This article describes the process by which staff members of two adult education programs and two community colleges collaboratively developed an “aligned” adult education math curriculum that addresses the gap between the adult education and college-level math programs. The resulting math courses and the pilot process are described, along with challenges, cost/funding, and evidence of impact and effectiveness.

***Backpacks to Briefcases College Transition Program (NCTN Promising Practice 14)***

Phillips, P., Davidson County Community College (Lexington, NC)

<http://collegetransition.org/promisingpractices.briefs.backpackstobriefcases.html>

This article describes a three-week program that focuses on career planning and college knowledge integrated with GED preparation. The article identifies the key elements covered in three sections of the program- intake/orientation, Career Planning, and College 101. Tips for replication and outcomes are explained.

***GED Bridge to College Careers Program (NCTN Promising Practice 15)***

Ferdinand, W., LaGuardia Community College (Long Island City, NY)

<http://collegetransition.org/promisingpractices.briefs.bridgetocollegecareers.html>

This article describes a 14-week program that integrates GED preparation with rigorous college-level material using a career-focused curriculum. The article covers admissions and orientation, contextualized curriculum, and career/college workshops that are included. The article explains staff time, student characteristics, and outcomes.

**Non-Academic Supports*****Be Prepared! A Guide to College Success* (online course)**

North Carolina ABE Professional Development

For Instructors: ~35 min. For Students: ~ 1 hr, 40 min.

<http://beprepared.appstate.edu>

This site, whose goal is to assist students beyond GED completion, contains two free, self-paced courses – one for adult educators and another for ASE/GED learners. Topics covered in the course are: starting college, experiencing college, college-ready skills, college academics, final thoughts and resources. Both courses contain numerous embedded video interviews with adult college students, college faculty and administrators. The videos provide authentic testimonials about college placement tests, college expectations, processes, and the academic experience. Reflection questions accompanying the videos can be used independently or with ABE/ASE learners during instruction.

***College for a Day (NCTN Promising Practice 11)***

Fischer, J., Northern Essex Community College (Lawrence, MA)

<http://collegetransition.org/promisingpractices.briefs.collegeforaday.html>

This 2-part article describes two successful college simulation experiences, (MA and TX) whose purpose is to encourage ABE/ASE and ESL adults to see college as a next step in their education. Features described in detail for both programs include registration, students' participation in classes taught by college professors, guided campus tours, student panels, and information on admissions and financial aid. Tips for staffing, logistics, advance preparation are provided as well as challenges and solutions, costs, and effectiveness.

***ABE Counseling***

SABES Field Notes, Fall 2007

<http://www.sabes.org/resources/publications/fieldnotes/vol16/fn164.pdf>

This resource contains nine articles written by ABE/ESL practitioners in Massachusetts. Topics include: the cultural variable in ABE counseling, counseling boundaries, career planning and the ABE counselor's role, helping students transition to the next step, and addressing psychological issues of immigrants and refugees in ESL programs.

***Counseling and Postsecondary Education Transitions***

California Adult Education, Research Digest No. 10, June 2011

[http://www.calpro-online.org/documents/Counseling&Transitions\\_0611.pdf](http://www.calpro-online.org/documents/Counseling&Transitions_0611.pdf)

This brief explains that non-academic risk factors play a greater role than academic factors in impeding adult learners' quest for postsecondary education. The article discusses six recommendations for counselors located in the adult basic education program for helping adult learners transition beyond adult education.

***How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes***

Mechur Karp, M., Community College Research Center Brief No. 54, 2011

<http://ccrc.tc.columbia.edu/Publication.asp?UID=886> (Brief)

<http://ccrc.tc.columbia.edu/Publication.asp?UID=860> (Full Report)

This brief identifies the processes by which non-academic supports can help students remain enrolled in college, earn good grades and earn a credential. The support mechanisms are: creating social relationships, clarifying aspirations and enhancing commitment, developing college know-how, and making college life feasible. Although written for the community college context, the supports can be adapted for the adult education center.

***Relationships Count: Transitioning ESOL Students Into Community College Takes Collaboration And Personalized Services***

Lombardo, J.B., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Vol. 6, Issue D, Feb. 2004

<http://www.ncsall.net/index.html?id=176.html>

This article describes a transition program for ESL learners at a community college ABE program in Arizona. The article describes the role of ESL teachers, the Transition Program advisor, a recruitment presentation, the English language placement test, college readiness assessments, and for-credit faculty and staff. Challenges and indicators of success are described.

**Collaboration with Colleagues:*****National College Transition Network (NCTN)***

World Education, Inc. (Boston, MA)

<http://collegetransition.org/about.overview.html>

The NCTN supports adult education programs in establishing and strengthening college transition services. The organization sponsors an annual conference (November), provides technical assistance, professional development, collegial sharing, advocacy, and publications that focus on the needs of the field.

### ***Developing Writing Skills in Adults*** (facilitated online course)

Virginia Adult Learning Resource Center, (8 weeks, \$200 fee)

**Course dates: Jan. 24 – March 20**

**Register: Dec. 9 – Jan 21** To begin the registration process for out-of-state participants, please send an email to [courses@valrc.org](mailto:courses@valrc.org).

<http://www.valrc.org/trainings/onlinecourses.html>

and <http://www.valrc.org/trainings/courses/write.html>

Participants will learn how to guide adult learners through the writing process. Participants will learn instructional and feedback strategies including approaches relevant for teaching the GED 2014 extended constructed response items.

### ***Beyond Basics: Multilevel ESOL Classes*** (facilitated online course)

Virginia Adult Learning Resource Center, (6 weeks, \$125 fee)

**Course dates: Jan. 24 – March 6**

**Register: Dec. 9 – Jan 21**, To begin the registration process for out-of-state participants, please send an email to [courses@valrc.org](mailto:courses@valrc.org).

<http://www.valrc.org/trainings/onlinecourses.html>

<http://www.valrc.org/trainings/courses/multi.html>

This course explores the challenges of teaching multilevel ESOL classes, how to establish learning goals, interactive activities and grouping strategies, and lesson planning.

### ***Geometry: Teaching about Shapes and Their Measures*** (facilitated online course)

World Education

**February 3 – March 10, 2014** (fee applies)

Information and to register: <http://elearningpd.worlded.org/geometry/>

Course syllabus and objectives: <http://elearningpd.worlded.org/files/2013/12/GeometryOver.pdf>

Participants explore key topics in geometry, such as area, perimeter, and volume, and their importance in everyday life. Participants look at numerous instructional activities for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph system.

### ***Promoting Mental Health in the ABDE/ESOL Classroom: Addressing the Impact of Chronic Stress on Learning*** (facilitated online course)

World Education

**February 25 – April 7, 2014**, (fee applies)

Information and to register: <http://elearningpd.worlded.org/promoting-mental-health/>

Course syllabus and objectives: [http://elearningpd.worlded.org/files/2013/12/PromoteMH\\_Feb14.pdf](http://elearningpd.worlded.org/files/2013/12/PromoteMH_Feb14.pdf)

Participants will read research on how chronic stress affects the brain and learning and will learn teaching strategies that promote emotional and psychological well-being to help students learn more effectively.

### ***Locally facilitated staff discussion***

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

*Guidelines for Facilitating Discussion Groups*

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

### ***Best Practices for Career Pathways and Credentials*** (webinar)

January 10, 9:00-10:30 am MT

U.S. Department of Labor/ETA

<https://www.workforce3one.org/view/5001326938326241853/info>

This webinar will provide specific "how-to" information for states and localities wanting to develop Career Pathways initiatives. Presentations will cover: the "Six Key Elements" critical to successful Career Pathways models; the ideal state and local governmental structure to establish and support Career Pathway models; key partnerships that must be forged and maintained to fully implement Career Pathways; strategies for effectively engaging employers to inform training design and delivery; how to integrate Career Pathways into existing workforce development systems; how Career Pathways can positively impact local workforce development service delivery and performance outcomes.

To register: <http://www.workforce3one.org/view/5001326938326241853/info>

### ***Beyond the GED: Preparing for College and a Career in the 21<sup>st</sup> Century***

Capitol Hill Forum / American Youth Policy Forum

January 24, 2014, 10:00 am – 11:30 am Mountain time

To register: <https://secure.aypf.org/np/clients/aypf/event.jsp?event=1056>

Presenters on this Capitol Hill forum, co-sponsored by MDRC, will review the history of the GED and its value to youth, highlight the GED Bridge Program at LaGuardia Community College in NY, discuss policy implications, and explore future opportunities within federal policy to support successful transition programming.

## Courses for Credit:

EDU 131 Introduction to Adult Education

Colorado Mountain College, [www.coloradomtn.edu](http://www.coloradomtn.edu), start date January 13, 2014

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Unlimited Learning Center, [www.fourcornerslearning.org](http://www.fourcornerslearning.org), start date January 31, 2014

EDU 133 Adult Basic Education (ABE) Adult Secondary Education (ASE/GED)

Red Rocks Community College, [www.rrcc.edu](http://www.rrcc.edu), start date January 25, 2014

EDAE 590-801 Teaching English as a Second Language to Adult Learners

Colorado State University, [www.colostate.edu](http://www.colostate.edu), start date January 21, 2014

EDU 134 Teaching English as a Second Language (ESL) to Adult Learners

Front Range Community College, [www.frontrange.edu](http://www.frontrange.edu), start date February 1, 2014

## Additional Professional Development Resources

### ***Postsecondary Success Of Young Adults: System Impact Opportunities In Adult Education, Findings and Recommendations***

Zafft, C., National College Transition Network (NCTN) of World Education, 2010

<http://www.collegetransition.org/docs/Gates%20%20Findings%20and%20Recommendations.pdf>

This report describes and analyzes adult education college and career readiness efforts in 17 states.

Topics covered include: planning and partnerships, models of and career readiness, assessment and advising, comprehensive supports, acceleration strategies, funding mechanisms and youth-specific issues and models. Challenges, opportunities, and funding are discussed. Particular emphasis is placed on students aged 16-24.

### ***CoABE Resource Repository***

<http://www.coabe.org/html/resourcerepository.html#digitalliteracy>

This site contains Power Point presentations and handouts from past CoABE conferences. Scroll down to "Transition/Career Pathways" on the left side of the screen.

### CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/sites/default/files/GuidetoPDReporting10-13.pdf> For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts. <http://www.cde.state.co.us/sites/default/files/documents/cdeadult/download/pdf/annualpdactivityrecord-fy09v3.pdf> The PD options listed under the Self-Study strand are not acceptable for the Portfolio training hours or for renewing an Authorization in Adult Basic Education. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

### Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting two 1-hour discussions on Thursday, January 30th, 3:00 - 4:00 pm and Friday, January 31st, 11:00am—12:00pm to follow-up with teachers and directors who complete any of the PD options listed in this month's PD MAP. The conference call allows adult educators across the state to connect with each other to ask and answer questions about this month's theme of College and Career Readiness: Program-level Strategies, to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, January 28th for one of the two discussions at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

### PD Advisory Group Mission Statement

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

### February 2014 PD Monthly Advisor & Planner

**Theme: Structuring Adult Education Program Services**

### CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL  
 Mary Jo Sobocinski, Jeffco Schools-ESL Dual Language Programs, Lakewood  
 Dave Askeland, CMC Adult Education, Breckenridge  
 Karin Hostetter, Summer Scholars, Denver  
 Carmen Collins, Adult and Family Education SD-11, Colorado Springs  
 Chelsea Stewart, Adult Basic Education Training & Learning Center @ CSU, Fort Collins