

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: College and Career Readiness: Instructional Strategies for Transitioning Adult Learners

November 2013

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Welcome to the November Professional Development MAP!

The paradigm shift taking root nationwide in the field of adult education is that the attainment of a high school equivalency credential is not the endpoint for adult learners. Rather, adult education programs need to help prepare learners to transition to postsecondary education/training or to work. Resources in this PD MAP explain the background for the national shift to college and career readiness, and then focus on strategies teachers can use in instruction to prepare their learners for the expectations and demands of postsecondary education. The January 2014 PD MAP will focus on transition strategies at the program level and partnerships. Later in 2014, the final issue in the series will share resources about career pathways.

Transition instruction is not just for native English speaking ASE/GED learners. Thus, many resources in this PD MAP address strategies that ESL teachers can implement to help English language learners move ahead on their path beyond the adult education program.

An interesting resource, found in the Additional Resources section, is a report with the results of Colorado's high school students who took the ACT test in 2012.

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Self-Study:

Foundational Understanding about Postsecondary Education Transitions

Crossing the Bridge: GED Credentials and PSE Outcomes, GEDTS®, Year One
GED Testing Service/American Council on Education, 2010

<http://www.gedtestingservice.com/uploads/files/95f7a61fcdb34260dd41d1914a89ddd0.1MB>

This report explores the transition of GED completers to postsecondary education (PSE). Areas explored through narrative and data tables are PSE enrollment, persistence, and completion. The 15-page Executive Summary provides numerous key findings. NOTE: If the web link does not work, type the report title into your web browser search box.

ABE to Community College Transitions Symposium – Proceedings Report

US Dept. of Education, Office of Vocational and Adult Education, 2007

<http://eric.ed.gov/?id=ED500019> , <http://files.eric.ed.gov/fulltext/ED500019.pdf>

<http://lincs.ed.gov/professional-development/resource-collections/profile-228>

This report recaps a symposium of nationally recognized adult education experts sharing their ideas about how to help adult basic learners transition successfully to postsecondary education. The symposium was organized into two roundtable discussions: 1) Why Are We Here? The Challenge of ABE to Community College Transition and, 2) Where are we Going?

Promising Approaches to Promote ABE to College Transitions.

Helping Adult Learners Make the Transition to Post Secondary Education

Alamprese, J., ABT Associates for USDOE/OVAE, 2003

<http://www.c-pal.net/pdf/transition.pdf>

This paper discusses the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice. The article describes the development of academic, counseling, and mentoring services for learners and establishing collaborative partnerships for successful transitions.

Transitions

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

<http://www.ncsall.net/index.php?id=154>

This issue contains ten articles on various transitions topics. Topics covered include: transitioning ESOL learners, academic vocabulary skills of language-minority students, hidden barriers to postsecondary education for nontraditional adult learners, transitions and math, and adult learner persistence.

Learning Disability: Life After High School

Technology Transfer Rehabilitation Engineering Research Center, 2006

<http://www.idonline.org/article/12609/>

This article describes differences between legal requirements for students with learning disabilities at the K-12 level and postsecondary level. Particular emphasis is placed on students' responsibilities in the college application process, disclosure, choice of classes and use of college disability services. The article also describes problems LD individuals face in the workplace and issues of disclosure and accommodations.

Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study

Prince, D. and Jenkins, D., 2005, Community College Research Center

http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-2_tipping_point.pdf

<http://ccrc.tc.columbia.edu/Publication.asp?UID=204>

This brief and report are from the study commonly called the "Tipping Point" research. The study results shed light on older community college students coming both from adult ESL and ABE/ASE backgrounds. Results described the educational experience, educational attainment, employment, and earnings of a sample of adult learners five years after first enrolling. The study also identifies critical points where adult students drop out or fail to advance. Topics of financial aid and developmental education are addressed.

The Teacher' Role and Teaching Strategies for Transition

Promoting Learner Transitions to PSE and Work: Developing Academic Readiness Skills from the Beginning

Parrish, B. and Johnson, K., 2010, CAELA Network Brief

<http://www.cal.org/caelanetwork/resources/transitions.html>

This article describes instructional strategies that can be used at all levels of ESL to promote transitions for adult English language learners to PSE and work. Topics addressed include skills needed for transitions, time needed to master academic readiness skills, integrating ac-

ademic skills into reading and listening instruction, critical thinking, note taking, and organizing. Sample activities are described for ESL at beginning, intermediate, and advanced levels.

Integrating Career Awareness into the ABE/ESOL Classroom

SABES Field Notes, March 2009

<http://www.sabes.org/workforce/integrating-career-awareness.pdf>

This 210-page curriculum guide contains nearly 60 ready-to-use lessons. Lessons 1 – 24 in Section IV - Career Planning Skills – focus on college preparedness, awareness, college knowledge, admissions, placement tests, financial aid, and success skills. Each lesson includes a learning objective, materials list, target vocabulary, step-by-step activity instructions, and student handouts.

Strategies to Facilitate Reading Comprehension Among College Transition Students

National College Transition Network Research to Practice Brief #5

Di Tommaso, K., (former NCSALL Fellow, World Education, Inc.)

<http://collegetransition.org/promisingpractices.research.readingstrategies.html>

This article explains the importance of focusing on reading comprehension with adult learners. Multiple strategies are described, including Visual Structures, Listening-Thinking Activity, Reciprocal Questioning, Question-Answer Relationships, Question-Generation Strategy, and Experience-Text Relationship.

Contextualized Grammar Instruction for College Transition Students

National College Transition Network Research to Practice Brief #3

<http://collegetransition.org/promisingpractices.research.contextualizedgrammar.html>

Di Tommaso, K., (former NCSALL Fellow, World Education, Inc.)

This article focuses on how contextualized grammar instruction can be used to improve learner writing. More than a dozen strategies are described in three categories of contextualized learning – rules and diagrams, contextualized sentence practice, and grammar in whole compositions.

Transitioning Adult ESL Learners to Academic Programs

Rance-Roney, J., Lehigh University, CAELA Center for Adult English Language Acquisition of the Center for Applied Linguistics, 1995

http://www.cal.org/caela/esl_resources/digests/RANCE.html

This article begins with a description of the curricular mismatch, in terms of purpose, content, and contextuality, between the adult ESL literacy curriculum and the GED and academic ESL curricula. It then explores 7 learner outcomes adult ESL programs can facilitate to enable learners to bridge the gap to academic programs. Those outcomes include: motivation, college knowledge, critical thinking, language accuracy, extensive reading, and vocabulary development.

Transitions

SABES Field Notes, Volume 17, Fall/Winter 2008

<http://www.sabes.org/resources/publications/fieldnotes/vol17/fn174.pdf>

This journal by adult education teachers contains 18 articles about program models, classroom ideas and lesson plans to strengthen ABE to college transitions. Topics include: math strategies, spell checker activity, student leadership, scavenger hunt through college catalog, and a student-designed college tour. Although written about programs and college in Massachusetts, the insights are transferrable nationwide.

Transition Student Portfolio Model

National College Transition Network Promising Practice #2

Fina, P., Instructor, Community Learning Center (CLC), Cambridge, MA

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

This article describes how one adult education college bridge program helped learners assemble portfolios as an aide to college admission. The portfolios included writing samples and critical documents for the college application process.

Preparing Students for College-Level Math

National College Transition Network Promising Practice #4

Meader, P., President of the Adult Numeracy Network (ANN) and Math Teacher at Portland Adult Education in Portland, ME

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

This article describes an adult education program's math program that includes math instruction, relieving of math anxiety, and college study skills. Specific strategies are described including: peer interviews, goal setting, math murder mystery, labs, journaling, and quizzes/tests. Challenges, costs, and effectiveness are described.

The Life Skills, College, and Career Readiness Guide for ESOL Learners

MA Dept. of Elementary and Secondary Education, MA System for ABE Support and the Center for Adult English Language Acquisition Team, 2011

www.sabes.org/curriculum/esol/caela-guide-2011.pdf

This purpose of this guide is to provide transitions activities at all levels of ESL instruction. The guide is divided into three sections - one each for Basic (SPLs 0-3), Intermediate (SPLs 4 -5), and Advanced (SPL6) level ESL classrooms. At each level, tables cover the areas of speaking, listening, reading, writing, navigating systems, and intercultural knowledge and skills. Each table identifies instructional activities in three strands – life skills, academics, and careers - tied to key benchmarks of the MA ESOL Curriculum Framework.

Using Syllabi in Transition Classes to Build College Knowledge

National College Transition Network Promising Practice 13

Reddy, M., Director, and Hallen, K., Instructor, Community Learning Center, Cambridge, MA

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

This brief describes the rationale behind using a syllabus for a transition to college bridge class for adult learners. The article describes how syllabi were developed and used. Two sample syllabi are included. Benefits and challenges of using syllabi are explained.

NCTN Aspirations Toolkit

National College Transition Network

<http://www.collegetransition.org/resources.aspirationstoolkit.html>

The Aspirations Toolkit is a set of counseling and instructional practices and tools contributed by adult educators around the country. Contributors implement these lessons and activities with adult learners in ABE/GED/ESL classes and at a range of skill levels to foster aspirations, goal setting habits and to inspire learners to begin planning for next steps along their education and career pathway. The tools are categorized into four areas of college and career readiness: personal, college, academic and career. The nine tools include: Advanced ABE Intensive Course, College Awareness Readiness Curriculum, Real World Occupational Exploration, Term-by-Term Planner, and Using Motivational Interviewing in a Goal Setting Process.

Beyond the GED: Making Conscious Choices About the GED and Your Future: Lesson Plans and Materials for the GED Classroom

National Center for the Study of Adult Learning and Literacy, 2000

http://www.ncsall.net/fileadmin/resources/teach/beyond_ged.pdf

This resource is designed for use with GED learners. The materials provide learners with practice in graph and chart reading, math, data analysis, and writing while examining the labor market, the role of higher education, and the economic impact of the GED credential. The materials help students make decisions about their work lives while preparing for the GED. Teachers gain useful information for advising students on career and educational decisions.

Supporting Adult English Language Learners' Transitions to Postsecondary Education

Mathews-Aydinli, J. Center for Adult English Language Acquisition, 2006.

http://www.cal.org/caela/esl_resources/briefs/transition.html

This brief reviews and expands upon the factors mentioned by Judith Rance-Roney in her article (see above). It goes on to describe what administrators can do to implement program features in the areas of nonacademic factors, orientation, and institutional cooperation to facilitate ESL transitions to postsecondary education.

Teaching Contextually: Research, Rationale, and Techniques for Improving Student Motivation and Achievement in Mathematics and Science

Crawford, M., CORD, 2001

[www.cord.org/uploadedfiles/Teaching%20Contextually%20\(Crawford\).pdf](http://www.cord.org/uploadedfiles/Teaching%20Contextually%20(Crawford).pdf)

This report describes the REACT strategies that are being used successfully for teaching math and science. The five strategies are: Relating, Experiencing, Applying, Cooperating, and Transferring.

Helping Adult English Language Learners Transition into Other Educational Programs

Practitioner Toolkit: Working with Adult English Language Learners, Section IV, pages 71-78, (2004), National Center for Family Literacy.

http://www.cal.org/caela/tools/program_development/prac_toolkit.html

This chapter explains the context of adult ESL learners transitioning, outlines challenges to effective transitions, and provides a brief checklist and descriptions of possible program transition services.

Collaboration with Colleagues:***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>

NCSALL Seminar Guide – Going Beyond the GED

National Center for the Study of Adult Learning and Literacy, 2005

3 hours to complete the seminar

http://www.ncsall.net/fileadmin/resources/teach/beyond_the_ged.pdf

This facilitator guide contains all the resources needed to facilitate a 3-hour seminar for adult education practitioners. Seminar participants read three research articles and discuss how adult education programs can enable students to develop the academic skills necessary to complete the GED and transition to postsecondary education and training.

Professional Development for Adult Educators through World Education

<http://elearningpd.worlded.org/>

World Education offers facilitated and non-facilitated online courses for adult educators. Some are fee-based; others are no cost. The following courses are offered in the area of college and career readiness:

- [Activity-based Instruction: Why and How](#)
- [College Readiness for Adults: Beyond Academic Preparation](#)
- [Finding True North - Role of the Navigator](#)
- [Integrating Career Awareness into the ABE and ESOL Classroom](#)
- [Introduction to College Transition Math](#)
- [Navigating Pathways to Opportunity: Comprehensive Student Supports](#)
- [Using "Beyond the GED"](#)

Workshops, Trainings, Conferences:***CoTESOL 37th Annual Fall Convention: Blazing New Trails***

November 8-9, 2013, Red Lion Hotel Denver Southeast

Colorado Teachers of English to Speakers of Other Languages

Registration: <http://www.colorado.edu/iec/cotesol/>

Plenary speakers: Dr. Deborah Short, Dr. Christina M. Cavage, Dr. Jessica Williams, Dr. Keith Folse. More than five dozen breakout sessions on ESL topics from K-12 to Postsecondary Education and Adult Education.

National Conference on Effective Transitions in Adult Education (7th Annual)

November 13 - 15, 2013, Crowne Plaza Hotel, Providence, RI.

National College Transition Network and World Education

Registration: <http://collegetransition.org/conferences.national2013.html>

The two-day conference will focus on strategies and promising practices that help adult learners succeed in postsecondary education and training. Keynote speakers: Dr. Brenda Dann-Messier (OVAE), Hipolito Rosario (Hostos Community College), and Edell Howard.

Courses for Credit:

EDU 131 Introduction to Adult Education

Colorado Mountain College, www.coloradomtn.edu, start date January 13, 2014

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

Red Rocks Community College, www.rccc.edu, start date January 25, 2014

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

Colorado State University, www.colostate.edu, start date January 21, 2014

Additional Professional Development Resources***LINCS Resource Collection***

<http://lincs.ed.gov/professional-development/resource-collections>

Scroll down to Postsecondary Completion for numerous resources and materials about effective transition programming including topics such as curriculum and instruction, college readiness counseling, postsecondary assessment, transition program development, career awareness, data collection, and strategic partnerships.

The General Educational Development (GED) Credential: History, Current Research, and Directions for Policy and Practice

Tyler, J., *Review of Adult Learning and Literacy*, (2004) Volume 5: Chapter 3, pgs 45-84.

http://www.ncsall.net/fileadmin/resources/ann_rev/rall_v5_ch3.pdf

<http://www.ncsall.net/?id=61>

This chapter describes the history of the GED credential and its impact on labor market and postsecondary education outcomes. The article is very informative, but readers should keep in mind that almost a decade has passed since this article was written.

The Condition of College and Career Readiness – 2012 Colorado

ACT, 2012

<http://www.act.org/newsroom/data/2012/states/colorado.html>

This 20-page Readiness Report shows the results of Colorado's high school ACT test takers.

The report explains benchmark scores for college and career readiness and shows Colorado's results in numerous charts and graphs.

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/annualpdactivityrecordfy09v3.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, December 5th, 3:00 - 4:00 pm and Friday, December 6th, 9:00 - 10:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *College and Career Readiness: Instructional Strategies for Transitioning Adult Learners* 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, December 3rd, 2013 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.

January 2014 PD Monthly Advisor & Planner

Theme: College and Career Readiness: Program Practices and Partnerships for Transitioning Adult Learners

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