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Transitioning Adult Learners: Five Adult Education Program Models to Consider

by Ellen Hewett, Director, National College Transition Network of World Education, Inc.

The majority of adults who take the General Educational Development (GED) test do so in order to continue their education; however, few go on to enter postsecondary education (Tyler, 2001). In response to this gap, adult education programs are implementing transition programs to improve access to advanced courses and to increase employability and earnings. The National College Transition Network and the New England Literacy Resource Center of World Education conducted a study (2004-2006) to better understand the types of programming available across the country. Through the development of program snapshots and state profiles, the team discovered commonalities. Five transition models emerged: Advising, English as a Second Language (ESL), GED-Plus, Career Pathways, and College Prep (see <http://www.collegetransition.org/planning/nctntransitionpaper.pdf>). Descriptions of these models are shared to help in the planning and offering of transition services at your adult education school or program.

Advising Model

The goal of the Advising Model is to raise students' awareness of postsecondary education options, including admissions and financial aid procedures. Key features are sharing information through presentations and workshops that students choose to attend along with individual advising sessions. This is one of the first strategies that adult education programs and schools can establish to serve students interested in postsecondary options.

For example, adult education programs with upper-level ESL and GED classes in Arizona invite advisors from Rio Salado College to present information about student options. The advisor addresses the student's goals, motivation, and academic preparation. A second meeting typically takes place on the college campus and includes a tour and assistance with admissions, financial aid, and course selection processes. Students in the transition program continue to stay in touch with their advisor and can attend specialized workshops.

The level of intensity of services varies widely, from offering one workshop to highly customized workshops with intense advising and support for individual students through their first advanced-level courses. Cultivating ongoing relationships among adult education programs, students, and colleges is the centerpiece of this model.

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Message from the Director

It is an honor to write my first submission to the *CALPROgress* newsletter, as director of CALPRO. It was a few months ago that we decided that the theme of the Spring 2009 newsletter would be "Adult Education Transitions," but we did not realize that the theme would have significance beyond what it meant for CALPRO and as a reflection of the emergence of transition programming in adult education.

On the morning of the annual CALPRO Adult Education Leadership Institute, the news of the state budget passing came just prior to the opening plenary. Responding to the immediate need, State Administrator Debra Jones of the California Department of Education Adult Education Office provided a sober debriefing of what was known about the state budget and its potential impact on adult education programs across the state. Throughout the remainder of the day, Institute participants who are new administrators and emerging leaders exchanged e-mails and phone calls with their schools and districts as information became available and events developed. The Institute sessions, led by long-time adult education administrators and leaders, took on a new relevance. What was striking in those two days of the Institute was that, while the news was difficult, participants did not despair. Throughout sessions, in networking meetings, in hallway conversations, and into the evening the discussion was of what strategies we could employ to keep services in the community, what opportunities may emerge, what partnerships could be forged, and what transitions will need to be made.

We hope that like those two days of the Institute, the "Transitions" theme of the articles in this newsletter will provide a medium to spark ideas for collaboration and program strategies. Several articles highlight different models of adult education programming that touch on a number of topics: adult education-to-college transitions program models, adult education-to-workforce program models, ESL-to-ABE transition research, corrections-to-community transitions as a program model, and the nuts and bolts of building a bridge program. Our authors are state and national leaders in adult education, and we asked them to write their articles with an eye toward the future and in the spirit of innovation of practice.

This issue of the newsletter is also a transition; for the first time, it is organized around an overarching theme and has

a greater emphasis on current adult education issues. We have included Web-accessible resources and identified reference materials associated with each article's topic where possible. You will also see highlights and updates of CALPRO work and information about professional development events and resources available through CALPRO and through other state and national providers. Featured are recently developed CALPRO technology-based modalities for the delivery of professional development, and resources to support site-based professional development—particularly in the area of helping to support the establishment of Professional Learning Communities (PLC) in programs. Highlighted on this page are a few resources that inform CALPRO professional development (PD) and have been shared at our PLC and Leadership Institute events.

Looking ahead, we continue to be committed to supporting California adult education programs as they weather the current budget storm, and transition into the future by providing the highest-quality, evidence-based PD events and resources. CALPRO embraces the transitions that we must undertake with gusto and sees this as a period of growth and evolution.

Mariann Fedele
Director, CALPRO

Resources on Promising Practices in Professional Development

CALPRO Adult Education Management and Instructor Competencies for Self-Review
<http://www.calpro-online.org/competencies.asp>

Implications of NCSALL Research for Program Administrators
National Center for the Study of Adult Learning and Literacy (NCSALL)
http://www.ncsall.net/fileadmin/resources/teach/pd_sourcebook_training.pdf

Teacher as Learner: A Sourcebook for Participatory Staff Development
University of Tennessee Center for Literacy Studies
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/82/d5.pdf

Professional Development Options

SPRING 2009

CASAS Web Trainings

Schedules for all training sessions are now posted. Several new topics are offered, many in quick, short 30-45 minute sessions that focus on one specific subject. Register online at www.casas.org

SPRING/SUMMER 2009

OTAN Online Workshops

Online workshops are easy and convenient to attend. Look for the *Training* tab at the bottom of the home page. Watch the tutorial video if you're not sure how to take an online workshop.
www.CaAdultEdTraining.org
Read more on OTAN at www.otan.us

JUNE 23-25, 2009

CASAS National Summer Institute, San Diego

Join program administrators, instructional staff, and other educators at the Institute. A new format includes a pre-conference session on June 22 and a full day on June 25 to allow for more interactive break-out sessions. Register online with a check or purchase order and receive a \$25 discount!
www.casas.org/si/

JUNE 29-30, 2009

CALPRO Training-of-Trainers' Institute, Los Angeles

Experience newly developed and revised workshops for ABE and ESL teachers. Sessions are focused on helping teachers explore different strategies to measure their students' progress.
www.calpro-online.org

CALPRO is a state leadership project of the California Department of Education (CDE), Adult Education Office, www.cde.ca.gov. The CDE contracts with the American Institutes for Research, www.air.org, to fund CALPRO activities.

The *CALPROgress* newsletter is published twice a year and features issues related to adult education and literacy. It contains news about local programs in California and CALPRO services that support professional development to enhance adult learning.

CALPRO invites readers to send their articles related to professional development in adult education and literacy to Amy Park at apark@air.org.

Read *CALPROgress* online at www.calpro-online.org.

State of the Field

Given the transition in the field of Adult Education in California, CALPROgress invited Debra Jones, Administrator of the Adult Education Office at the California Department of Education, to make a statement on the state of the field. Below is her message.

Adult Education is facing unprecedented times. Someone told me that they thought our future was uncertain. Because of the services we offer, the value we bring to students, districts, and communities, and because of the dedication and commitment on the part of adult educators, I believe that our future is for certain. I believe that with the uncertainty comes an opportunity to define and design a transformed adult education system.

The California Department of Education (CDE) is committed to providing the guidance and technical assistance that you need. We will be working with the field, the professional organizations, and the state leadership projects to gather and make available up-to-date information about current transitions of local agencies. You will hear more about the Adult Education Clearinghouse. Cliff Moss and Mindi Yates are the coordinators of that endeavor. The CDE Adult Education Office is working closely with CALPRO, OTAN, and CASAS to provide you the resources and professional development opportunities that will strengthen the capacity of your agencies as we move into a new future. CDE Adult Education Office and the leadership projects will be soliciting input from the field about your needs, recommendations, and services that would be beneficial to you.

There is much that remains unknown about the implications of the budget. As we get legal, fiscal, and policy clarification we will share that with the field. Together we will create a new future for adult education.

*Debra Jones
Administrator
Adult Education Office*



The *What, Why, and How* of Establishing an ESL Bridging Course

by Sylvia Ramirez, ESL Coordinator/Instructor, MiraCosta College

What Is an ESL Bridging Course?

An English as a Second Language (ESL) bridging course is generally the highest level of ESL instruction in a sequence of courses. This course focuses on identifying students' goals and the education and training students need to take the next step. The course provides needed academic skills, identifies pathways to transition, and introduces support services.

Why Offer an ESL Bridging Course?

ESL students generally love their classes, other students, and of course their teachers. These strong attachments make teaching ESL satisfying, but they sometimes prevent ESL students from progressing successfully beyond ESL. The students sometimes believe that no one can teach them as well as their ESL teachers, and already think that they probably won't succeed. A successful bridging course addresses these beliefs and prepares the student to succeed beyond ESL.

How Do You Design an ESL Bridging Course?

The first and most important step is to identify students' goals, and where the goals can be reached. For example, if students have career goals in the health field, where are the programs that prepare students for these careers? If students have academic goals, where are the nearest colleges? If students want to get a high school diploma in the United States, where can those students enroll? Generally, bridging courses have these elements:

Academic Content: A major focus is on building academic vocabulary. There is an emphasis on teaching vocabulary learning strategies, using grammar and morphology to determine meanings of unfamiliar vocabulary, and using dictionaries to check definitions, pronunciation, word derivations, and word usage.

These courses also have increased reading and writing. Some strategies include providing texts that mirror content in higher education or career courses, making connections between reading and writing, and increasing opportunities for critical thinking.

Orientation and Support: One of the things that sets bridging courses apart from more traditional ESL courses is an emphasis on supporting student transitions. This can include taking students on tours of colleges or vocational training programs, inviting representatives from these institutions to discuss financial aid,

and inviting former students who have successfully transitioned to come and talk about their experiences.

MiraCosta College's Level 7 ESL Bridging Course

At MiraCosta College, we have offered an ESL bridging course for several years. It is the highest of the seven levels of ESL instruction we offer. Even though our college provides an adult high school diploma program, GED preparation, ABE, and credit academic and vocational courses, a bridging course is still an important piece to support the transition of students to further education and training. In the bridging course, we promote the academic skills our transitioning students need by:

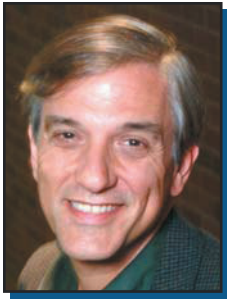
- (1) Coordinating the curriculum with credit ESL courses.
- (2) Aligning writing tasks with credit courses.
- (3) Giving reading and writing assignments based on vocational materials.
- (4) Stressing academic vocabulary and vocabulary acquisition techniques.

We also continually search for the right combination of "push" and "pull" strategies to move our students out of their comfort zone in ESL and get them to take the next big step to reach their goals. Specifically, we:

- (1) Invite counselors to visit the classes and provide transition information. The counselors encourage students to come talk with them about academic and vocational opportunities.
- (2) Ask credit academic and vocational faculty to visit and talk about what they teach and what is expected of students in their classes.
- (3) Sponsor visits to the locations where students would attend credit academic and vocational courses.
- (4) Provide opportunities for students to attend presentations and workshops with students in the ABE, GED, and adult high school diploma courses.
- (5) Invite students who have successfully transitioned to other programs to give presentations to our bridging classes.

These approaches to promoting students' academic skills and supporting them in transitioning out of ESL are at the heart of ESL bridging courses. Designed correctly, a bridging course will use techniques like these to give students the tools, support, and motivation they need to take the next step and go beyond ESL.

Visit MiraCosta College at www.miracosta.edu



Transitioning English Language Learners to ABE Programs

by Larry Condelli, Ph.D., Managing Research Analyst,
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American Institutes for Research



American Institutes for Research is working with the U.S. Department of Education, Office of Vocational and Adult Initiative Education (OVAE), to study instructional and programmatic practices that support the transition of English Language Learners (ELLs) from English as a Second Language (ESL) programs to Adult Basic Education (ABE) or Adult Secondary Education (ASE) programs. The project's name is Transitioning English Language Learners (TELL). TELL will provide OVAE with detailed descriptions of findings on transitioning learners.

Of all industrialized nations, the U.S. has the fifth-highest number of foreign born individuals in its adult population (Wedgeworth, 2004), and research estimates that in the 1990s, between 40 and 52 percent of U.S. population growth in the 1990s "was due to new foreign immigration" (Sum, Kirsch, & Taggart, 2002, p. 29). The vast majority of these immigrants arrived from non-English speaking countries, and many face the dual challenge of having limited formal schooling and limited English skills.

The growth of the language minority population in the U.S. has implications for instruction, especially for adults who are expected to contribute to the U.S. workforce. "Given immigrants' growing share of our nation's citizens, workers, and families, promoting their acquisition of English is arguably the most important integration challenge—and opportunity—facing our city, state, and federal governments" (McHugh, Gelatt, & Fix, 2007, p. 3). This population is characterized primarily by their diversity of culture, native language, formal schooling, background knowledge, and experience.

However, little is known about the instructional, programmatic, or policy practices that support adult ELLs' transitions from federally funded ESL programs

into high school equivalency preparation programs or into ABE or ASE programs, which serve as gateways to community colleges and other training programs, and to improvement in economic status.

The TELL project will take a first look at instructional and programmatic strategies that support adult ELLs' continued development of English proficiency and the "cognitive academic language proficiency" (CALP)¹ needed to transition successfully to ABE or ASE, complete a high school equivalency program, and adequately prepare for postsecondary education and the 21st century workplace. It will also address:

- The characteristics of effective systems that transition students from ESL to ABE or ASE reading and writing;
- Models of supportive instructional practices for transitioning students;
- Processes involved in developing an effective transition program;
- The nature of the collaborative activities between ESL and ABE programs that support student transition;
- Characteristics of students and staff involved in the transition process; and
- Sustainability initiatives to help students achieve the academic goals that spurred their pursuit of upward academic mobility.

To address these issues, the project has conducted an Environmental Scan which included a critical annotated bibliography that identified research related to TELL

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¹ For a discussion of the evolution of the concept of CALP as it is understood within the parameters of this project, see <http://www.iteachilearn.com/cummins/bicscalp.html>

Integrating Workplace and Basic Skills for ABE and ESL Students

by Tina Bloomer, Policy Associate, Washington State Board for Community & Technical Colleges

Rethinking the Goal of Adult Education

What is the goal of adult education? Is it to help students improve their English language skills, or to help them attain a General Educational Development (GED), or to provide an opportunity to gain advanced workforce education and credentials?

The Washington State Board for Community and Technical Colleges (SBCTC) developed Integrated Adult Basic Education and Skills Training (I-BEST), which addresses the heart of these questions and tests traditional notions that students must first complete all levels of English as a Second Language (ESL) or Adult Secondary Education (ASE) before they can begin advanced workforce education training programs. I-BEST was designed to better support students in certificate and degree completion.

What Is the I-BEST Model?

Vocational English as a Second Language (VESL) or Vocational Adult Basic Education (VABE) courses have generally focused on vocabulary and communication skills needed for particular occupations. Instead of this approach, I-BEST is contextualized instruction that builds basic skills and vocational skills together. I-BEST aims to provide just the right level of adult education in just the right amount for students to succeed in advanced workforce training programs. The curriculum is tailored to teach both skill sets together, so that the student is learning to learn and learning to do. I-BEST also lays the groundwork so students can continue on in training or come back for additional training after they go to work.

I-BEST is a rigorous model that requires significant planning time and administrative support. The instructors must come together on an ongoing basis to integrate their learning outcomes, develop assessment tools, and

use reflection strategies that will ensure that students are achieving these outcomes. I-BEST is designed to be part of a longer educational pathway for students, so this planning and coordination needs to extend well into the program.

The unique instructional mode and support services are the two critical components in the structure of I-BEST. The instruction component is based on the presence of two instructional members team-teaching in the classroom. Student services coordination is essential, and intensive advising is needed for this student population.

The success of I-BEST hinges on both instructors working in a collaborative team to design and deliver the program. Both instructors collaborate together prior to entering the classroom for the first time to work on joint learning outcomes and assessments for the students. They are both present in the classroom, lecturing, leading group discussions, and managing student projects. The role of the adult education instructor is to ensure that the basic skills necessary to understand concepts, pronounce the vocabulary, and write reports are delivered to the students within the context of the workforce education content. The adult education instructor will gauge student comprehension, with an eye toward adjusting pacing, while the workforce education instructor focuses on the delivery of the workforce content. In some programs, the instruction is so fluid that it is hard to distinguish which instructor comes from which discipline.

After completing an I-BEST program, students will still have a continuing need for adult education support to develop their skills beyond what they acquired in the I-BEST program. Adult education programs will need to identify which ESL/ASE/developmental components are needed for subsequent levels of training.

Professional Development for I-BEST Instructors

During the initial phase, teaching teams representing both workforce and adult education from the 10 I-BEST pilots came together for professional development opportunities. The approach was a facilitated discussion, which gave space for teachers to talk about what they were experiencing while still providing technical assistance. As the model moved to scale across the system the following year, there were statewide events, one of which focused on developing integrated learning outcomes. Teaching teams participated in the training, and administrators attended a session to discuss the challenges they were facing and possible solutions.

The following year, the state hosted the Career Pathways Institute to provide professional development for instructors to expand their understanding of career pathways and strengthen their teams. The Institute included developing a common vision and definition; clarifying the value, benefits, and key characteristics of career pathways; and strengthening teams and plan for student success. There were multiple concurrent sessions with time for cross-functional teams to interact.

The state professional development organization continues to provide opportunities for I-BEST instructors to enhance their teaching and collaboration. Based on their expressed needs, topics include an overview of I-BEST, intensive team teaching and shared outcomes development, and additional training for more experienced instructors.

Does I-BEST Work?

In Washington State, over half of the students have come to adult education programs with the goal of getting a job. What is really needed to get them there and help them build skills that will continue to move them forward?

To address this question, Washington ran 10 demonstration projects that resulted in the I-BEST model used today. SBCTC used the state's data system to evaluate the effectiveness of projects by looking at progression of the students in terms of accumulation of advanced workforce education and basic skills gains. The evaluation found that I-BEST students were 15 times

more likely to complete workforce training than were traditional ESL students during the same timeframe.

The program has now been expanded, and all Washington adult education programs, which are administered through community and technical colleges, now offer at least two I-BEST programs (some offer up to 10). There are currently 132 approved programs in the system, covering a wide range of workforce programming. Washington's recently implemented student achievement measurement system indicates that I-BEST continues to show good results: while the number of participating students was still relatively small, the first full year of implementation saw a 55 percent increase in the number of students enrolled in advanced workforce education during the same year they enrolled in basic skills in the 24 programs offering I-BEST.

What are the Next Steps?

Adult education programs are focusing on the transition of adult learners to advanced workforce education. There is now an understanding that I-BEST is part of the answer to providing effective communication and vocational education. Programs are starting to consider next steps, including adapting I-BEST concepts and approaches to developmental education, and thinking about the structures needed to help students at the lowest levels. Stay tuned.

Visit Washington State Board for Community & Technical Colleges at www.sbctc.edu

For Additional Information about I-BEST

Student Success

www.sbctc.ctc.edu/college/e_studentsuccess.aspx

Summary of National Discussion on I-BEST

<http://www.nifl.gov/lincs/discussions/professionaldevelopment/09ibest.html>

The “Tipping Point” Study

www.sbctc.ctc.edu/college/d_basicskills.aspx

From Jail to the Community: The Challenges of Transition

by Lindy Khan, Ed.D., Principal, Student Programs,
Contra Costa County of Education



Katrina Howard and Lindy Khan

The Contra Costa Adult School (CCAS) is located in the three county jail facilities in Contra Costa County: the maximum security Main Detention Facility (MDF) in Martinez, the minimum security Marsh Creek Detention Facility (MCDF) in Clayton, and the medium security West County Detention Facility (WCDF) in Richmond. This WASC-accredited school program is administered through the Contra Costa County Office of Education (CCCOE), which has been working in partnership with the Office of the Sheriff since 1980. The primary purpose and focus of this school is noted succinctly in its mission: “To prepare the student to successfully transition back to his/her community.”

Preparing for Transition Upon Entry into the Program

The school serves approximately 4,000 adult students each year in academic, vocational, and personal development classes. In the academic strand, students may participate in Adult Basic Education (ABE) or English as a Second Language (ESL), or work toward the completion of a GED or high school diploma. Vocational classes include carpentry and computer applications. There is a curriculum-based substance abuse recovery program, and a parenting class is also available.

Inmates’ length of stay varies from a few days to a few years. Many individuals will leave to complete a sentence in state prison, some will be released to a program, and a large number will return directly to the community. Nearly all will eventually face the daunting prospect of resuming a non-incarcerated life. All of the students, regardless of their legal status, are encouraged to begin thinking about their transitional needs as soon as they enroll. Planning “on the inside” for transition greatly enhances the potential for successful reentry.

Transition Support on the Inside

Transition planning begins with setting goals to work on while enrolled in school. The student’s first step in this process is to select classes to attend. The teachers then work with each student to establish goals and a learning plan. A typical goal for students in the academic classes is to pass the GED. Those enrolling in the substance abuse recovery program are laying out a plan for sobriety and/or dealing with other addictive or relationship issues. Students enrolled in parenting are often

working toward family reunification or simply trying to become a better parent or grandparent. Students in the vocational classes usually are interested in increasing their chances for employment upon release.

Whether or not students remain in the facility long enough to meet their goals, this process has tremendous value for several reasons. The self-discovery that often happens can be difficult but very important. Even if long-term goals are not accomplished, small achievements can boost self-esteem and provide an impetus to continue the journey. Another significant benefit is that students begin to develop habits and routines for a more productive life. According to several students, offering school in a jail facility helps those who are willing and ready for change, and helps them plan their way back to society.

Community Transition Plan

All students are encouraged to work on a Community Transition Plan (CTP), and all graduates of the substance abuse recovery program are required to complete this plan and present it in class for discussion/revision. The major areas covered on the CTP are housing, employment, transportation, and recreation.

Another resource available to all students is the Transition Specialist, Katrina Howard, who also serves as a teacher. She visits each class to inform students of the support available, and responds to requests for information from students anticipating their release. She also retrieves messages left on the Transition Hotline from former students calling to report a success story, talk to someone sympathetic about a concern, or get advice about steps to take when transition plans are not working out.

Barriers & Challenges

One frequent transition issue is a lack of identification. Former inmates rarely have their Social Security card or birth

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From Jail to the Community

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certificate, and these can be hard to obtain; without one it is impossible to get a driver's license or California identification card. There is also the difficulty of obtaining employment, for reasons ranging from lack of skills or experience and inconsistent employment histories to discrimination against those with a felony on their record. Other serious obstacles include the lack of financial resources or transportation to look for work or housing, attend Alcoholics/Narcotics Anonymous meetings, or deal with other transitional needs.

Low-income and subsidized housing is virtually nonexistent and presents other transition obstacles. Homeless shelters are often full, and when available are high-risk environments for those attempting to maintain sobriety and a legal lifestyle.

Encountering these obstacles often triggers old feelings of hopelessness and lack of self-worth. In the absence of personal support systems, many individuals are often reluctant to seek help from people or agencies they don't know for fear of being rejected. This discouragement often leads them to reconnect with peers they were determined to avoid—sometimes it is their only source of assistance. Others end up isolating themselves.

Transition Success - What Works

While clearly it is critical to have a strong personal commitment to make positive changes, it appears that access to support—both people and programs—is the most significant determinant of success. Inmates can get transitional support from Friends Outside, a non-profit agency that can link individuals with appropriate services and/or programs. Lori Beath works with many men and women both in the jail and once released. She notes that those who are planning for transition while in jail are usually filled with great hope and are highly motivated. Having a plan, along with back-up plans, can also help individuals stay motivated when encountering challenges. Those who can maintain some linkage with someone who is giving them hope have a far greater chance to succeed; for example, the Transition Hotline can provide something as simple as a reassuring voice.

These students face major challenges in transitioning back to their community once released. However, recognizing that transition planning begins upon enrollment, helping students set realistic goals, and providing a true sense of caring and support can enhance their potential for success.

*Visit Contra Costa County of Education at
www.ccoec.k12.ca.us*

Transitioning English Language Learners

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instructional and programmatic strategies, among others. Remaining tasks on the project will include collecting information to document instructional and programmatic practices related to TELL, and producing a report on findings that includes recommendations for next steps for promoting transition.

TELL will help OVAE to understand better how to assist adult education providers to successfully prepare adult ELLs for transition to ABE and ASE programs and serve as a foundation for prioritizing federal investments aimed at improving adult education services for adult ELLs. Such future investments may include more rigorous research and evaluation studies as well as further exploration and demonstration of promising practices. The literature on transitioning ELLs has also been reviewed as part of the project, and the overall findings of this review will be made available on the OVAE Web site at www.ed.gov/ovae.

The TELL project will ultimately inform adult educators to assist learners so that they can attain a high school equivalency and be prepared for advanced education and the demands of the 21st century workforce.

*Visit American Institutes for Research at
www.air.org*

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Post-Secondary Transitions

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ESL Model

The goal of the ESL Model is to reduce the time and expense of additional English language study. Key features of the ESL model include a focus on the advanced language skills required for upper class levels, well-articulated curricula with clear benchmarks for admittance into a program, and high program intensity.

English language learners are the largest subset of students served in adult education, accounting for 44 percent of learners served in federally funded programs (U.S. Department of Education, 2007). The path to advanced studies for these students is particularly complex, and sometimes expensive. Adult education programs interviewed for the study worked with students who had schooling through at least a high school level and provided between 100–144 hours of intensive reading and writing skill development, along with information on the U.S. school system and study skills.

The PACT Program in Massachusetts is one example of the ESL model. The program offers free books and tuition for advanced-level courses. The program includes academic writing and reading, vocabulary development, study skills, computer training, educational planning, career exploration, and assistance with immigration issues.

GED-Plus Model

The goal of the GED-Plus model is to accelerate learning for students interested in postsecondary education. Key features of this model include some alignment of the GED curriculum to include additional academic and/or student success skills and concurrent preparation for the GED and

advanced-level courses. Like the Advising Model, the intensity of the GED-Plus programs varies widely from as little as a few workshops to programs with dual credit or concurrent enrollment in the adult education program and college courses.

New Haven Adult Education Program in Connecticut encourages students completing their GED preparation or adult diploma to take the postsecondary placement test and dually enroll in a local community college, based on their academic need. Free developmental courses are offered at the adult education center and students earn credit at the college. All students in the program take an advanced-level credit course in career exploration/study skills.

Career Pathways Model

The goal of the Career Pathways Model is to support students with limited education in advanced training and classes in high-wage, high-growth employment sectors. Key features of this model include a curriculum that is "chunked" into clear steppingstones that are recognized by employers, teaching of both basic education and technical skills that are contextualized around a specific employment sector, and intensive support services tailored to the expected challenges of the specific pathway.

In Arkansas, one career pathways program is a collaboration between a community-based center, the state adult education program, the college system, and the transitional employment assistance board. The Workforce Alliance for Growth in the Economy College Bridge Program provides a contextualized basic skills curriculum and includes soft skills that are applicable to demands of the workplace. The program aligns with college credit career track programs.

College Prep Model

The goal of the College Prep Model is to enable students to transition successfully into advanced-level courses or to begin at the upper tier of developmental education. Key features of this model include academic preparation in reading, writing, and math (especially algebra), career and personal counseling, practice using technology, and a delivery format that simulates advanced courses.

Resources on Transitions

College for Adults

www.collegeforadults.org

The Council for Adult and Experiential Learning (CAEL)

www.cael.org/adultlearninginfocus.htm

The National College Transition Network (NCTN)

www.collegetransition.org

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Post-Secondary Transitions

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One example is the New England ABE-to-College Transition Project. Begun in 2000, this project comprises 25 adult education programs and their college partners. Participants receive a minimum of 6 hours of instruction in reading, writing, math, computer and study skills each week over an approximately 14-week period. Students must have a high school diploma or GED/Adult diploma. Approximately 80 percent of students who have completed the program have successfully entered postsecondary education.

As you contemplate how to develop or strengthen transition services for your adult education program or school, several factors dictate which model or set of strategies to consider: (1) the needs of your students, (2) the resources available to your program, and (3) transition efforts supported by your state adult education department and postsecondary education agencies.

In many cases, programs incorporate a unique blend of models and strategies. For example, in terms of student needs, some adult learners come to your programs to complete a GED—knowing they want to go on to postsecondary education. For those students, developing a strong advising relationship may be all that is needed. Other adult learners may need more academic preparation at the adult education center.

At the level of resources available to your program, you may find that your partnering agency has parallel access and retention programs that can be extended to connect with your students and adult education programs. Workforce initiatives in the community or career pathway programs may be in the position to provide resources to help better prepare students to enter a challenging and fulfilling career.

Visit the National College Transition Network (NCTN) of World Education, Inc. at www.collegetransition.org

For Fall 2009, CALPRO has invited the author of this article, Ellen Hewett, to be a guest speaker of a Webinar on the topic of transitions. Check the CALPRO Web site at www.calpro-online.org for details.

References

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Introducing CALPRO Staff

Barbera Crawford



In January, CALPRO welcomed Barbera Crawford as an Administrative Associate. Barbera provides technical support to the online learning system, the CALPRO Web site, and other supportive administrative applications. Her background includes database management and analysis, business administration, and process improvement. Contact her with technical questions related to using CALPRO wikis or online learning management sites. She can be reached at bcrawford@air.org, 916-286-8813, or 800-427-1422.

Meet a CALPRO Online Course Facilitator

Gail Hill



For 35 years, Gail served in many roles for the San Diego Community College District. She was an instructor of ABE students with disabilities and for the Occupational Opportunities program. She also served as job recruiter/coach for the WorkAbility III program and as an intake coordinator for the CalWORKs program (and is certified as a Learning Disabilities Specialist). Gail then became a CALPRO face-to-face facilitator, and for the past three years has been facilitating CALPRO online courses related to adults with learning disabilities. She officially retired in February 2008 but continues to help learners as a tutor and a substitute teacher.

Highlights of CALPRO Activities

by Catherine Green and Amy Park, Research Analysts, CALPRO

12 Adult Education Leadership Institute

Bringing 26 new administrators together in February, CALPRO kicked off the two-year Leadership Institute. Facilitators and presenters included administrators from the California Department of Education and longtime adult education administrators and leaders from Bakersfield, Manteca, Vallejo, CASAS, and OTAN. Sessions were held on topics of fiscal management, data analysis, technology integration, curriculum and instruction, multiple assessments, and learner persistence. Since 1985, the Leadership Institute has helped ensure that California has strong adult education leadership for the future. For more information about the content and structure of the Leadership Institute, please visit: www.calpro-online.org/adminPages/administrators.asp.

Learning Communities for Site-Based Professional Development

In December, teams of administrators and teachers representing 12 agencies across the state participated in a two-day training to establish agency-wide professional development (PD) plans. The participating agencies and their topics are

Alhambra Adult Education

Data Analysis Informing Instruction

Bakersfield Adult School

Increasing Learner Persistence through Peer Coaching

Burbank Adult School

Technology Integration

Chaffey Adult School

ESL Learner Persistence

Contra Costa Adult School

Learner Persistence

Delano Adult School

Curriculum and Technology

Fremont Adult School

Student Goal Setting and Transitions

Hemet Adult Education

Curriculum Development

Paramount Adult Education Center

Student Engagement and Lesson Design

Pittsburg Adult Education Center

Professional Development for Outreach Staff

Mt. San Jacinto College

Online Community to Support and Mentor New Teachers

San Bernardino Adult School

Learner Persistence

To promote additional networking opportunities, CALPRO launched an online tool called a wiki (<http://calproplc.pbwiki.com>) for participants to share

documents and post comments. Agency teams will reconvene in May to report on their draft PD plans. Since 2005, 32 agencies have participated in this CALPRO initiative.

Online Options

In 2008-2009 to date, a total of 171 adult educators have enrolled in CALPRO facilitated online courses. During the spring, CALPRO offered eight online classes (facilitated by subject-area experts), and CALPRO will offer three more classes this summer. The course topics ranged from teaching adults with learning disabilities, to managing the ESL multilevel class, to understanding the adult learner, among others. This year CALPRO added Webinars as a new feature to the facilitated online courses. These lively, one-hour sessions offer course participants the opportunity to meet their facilitator and colleagues on the Web and to exchange ideas on topics related to the course.

In addition to facilitated online courses, CALPRO offers two self-directed online courses for new ESL and ABE teachers. Thus far this year, a total of 48 adult educators have registered for these courses. For information on online options, visit www.calpro-online.org/onlineCourses.asp.

New Podcast Series on Multilevel Instruction

CALPRO is currently developing a series of podcasts on multilevel instruction in the ESL context. Produced in association with curriculum specialist Jayme Adelson-Goldstein, these short audio broadcasts will be available on the CALPRO Web site for teachers to download and to listen to whenever convenient. Lasting 10 minutes or less, each podcast will explore a central challenge in teaching multilevel classes and propose strategies for meeting these challenges effectively.

CALPRO ESL and ABE Task Force

CALPRO convened a Task Force meeting of 11 ABE and ESL specialists to revise an ESL module, *Organizing and Monitoring Instruction to Improve Learning Gains*, as well as conceptualize a new module for ABE teachers on the same topic. The purpose of the module is to help teachers explore different strategies to measure their students' progress. CALPRO will host a Training-of-Trainers' (ToT) Institute on both modules for ABE and ESL practitioners June 29-30 in Los Angeles.

Study Circle Facilitator Training

CALPRO streamlined the study circle facilitator training to allow agencies to choose a topic for their study circle; topics included authentic materials, health literacy, learner persistence, and reading instruction. On January 23, participants reviewed research findings and discussion questions during the training. CALPRO supports facilitators through a listserv, a Web site with training materials, and a follow-up online meeting.