



MEETING OF THE MINDS II

National Adult Education Practitioner-Researcher Symposium
November 30- December 2, 2006
Sacramento, CA

Theme: *Systemic Change and Student Success: What Research Tells Us* Program Highlights

Thursday, November 30, 2006

- 8:30 – 9:30 a.m. Check-in and Continental Breakfast
- 9:30 – 10:00 a.m. Welcome, Introduction, and Orientation to Symposium
- 10:00 – 10:45 a.m. ***The Health Literacy of America's Adults*, Mark Kutner, Vice President, American Institutes for Research (AIR)**
The 2003 National Assessment of Adult Literacy (NAAL) included the first national assessment of health literacy. Findings from the health literacy survey will be presented, including the relationship between health literacy and adults of different races, ages, language backgrounds, and education and income levels, as well as health status, health insurance coverage, and sources used by adults to obtain health information. Implications for the adult literacy community, including for instructional materials and professional development, will be discussed.
- 10:45 – 11:00 a.m. Break
- 11:00 – 11:45 a.m. ***What NCSALL has Learned, Briefly*, John Comings, Director, National Center for the Study of Adult Learning and Literacy (NCSALL)**
This session will provide highlights of NCSALL research of the past ten years, summarize important findings, and explore implications for policy, practice, and future research.
- 12:00 – 1:15 p.m. Lunch
- 1:15 – 4:15 p.m. **Concurrent Sessions #1** (includes break at 2:45 p.m.)
- ***Transitioning Adults to College: Adult Basic Education Program Models***
Cynthia Zafft, National College Transition Network, World Education
 - ***Components of Numeracy***
Myrna Manly, Adult Numeracy Network
 - ***Improving Instruction for Intermediate Adult Readers***
John Strucker, NCSALL/Harvard Graduate School of Education
 - ***Distance Learning Trends and Research on Effectiveness***
Jere Johnston, University of Michigan, Institute for Social Research;
Paul Porter, California Distance Learning Project, Sonoma State University;
Dennis Porter, CSU Dominguez Hills, California Distance Learning Project
 - ***Issues in the Identification of Learning Disabilities in Adult English Learners***
Robin Lovrien Schwarz, Lesley University
 - ***Advice from NCSALL Research on Building High Quality Programs***
John Comings, NCSALL
- 4:30 – 5:00 p.m. Reflection and Discussion
- 5:30 – 6:30 p.m. Welcoming Reception
- 6:30 p.m. **Evening on Your Own:** Hospitality Committee has provided a selection of evening activities in and about Sacramento

Friday, December 1, 2006

8:00 – 9:00 a.m. Continental Breakfast

9:00 a.m.–12 Noon Concurrent Sessions #2 (includes break at 10:30 a.m.)

- ❑ ***Learner Persistence: Generating Evidence-based Practice with California's Experiences***
John Comings, NCSALL
- ❑ ***Training Teachers to Integrate Health Literacy into their Teaching: : Lessons Learned from the Health Literacy Study Circles***
Maricel Santos, Harvard Graduate School of Education/NCSALL/
- ❑ ***Issues in the Identification of Learning Disabilities in Adult English Learners***
Robin Lovrien Schwarz, Lesley University
- ❑ ***Using the Web to Strengthen Teacher Technology and Distance Teaching Competencies***
Jere Johnston, Leslie Petty, & Shannon Young, University of Michigan;
John Fleishman & Marian Thacher, OTAN
- ❑ ***Teaching Speaking Skills to Non-Academic Adult English Language Learners in the United States***
Kathleen Bailey, Monterey Institute of international Studies
- ❑ ***Using Research to Build Evidence-based Practice***
Cristine Smith, University of Massachusetts, Amherst/NCSALL
Beth Bingman, University of Tennessee, Center for Literacy Studies/NCSALL

12 Noon – 1:15 p.m. Lunch

1:15 – 2:45 p.m. Concurrent Sessions #3

- ❑ ***Learners' Engagement and its Outcomes***
Hal Beder, Rutgers University
- ❑ ***Models of Numeracy Professional Development***
Renee Sherman, American Institutes for Research
- ❑ ***Assistive Technology and Adult Literacy: Access and Benefits***
Heidi Silver-Pacuilla, American Institutes for Research
- ❑ ***Spelling: Research and Practice***
Tara Joyce, Tennessee Center for Dyslexia, Middle Tennessee State University
- ❑ ***Developing Family Literacy: Recent Evidence Linking Adult Learning, Home Literacy practices, and Child Outcomes***
Heather Quick, American Institutes for Research
- ❑ ***How Teachers Change***
Cristine Smith, University of Massachusetts, Amherst/NCSALL
Beth Bingman, University of Tennessee, Center for Literacy Studies/NCSALL

2:45 – 3:00 p.m. Break

3:00 – 4:15 p.m. Plenary Session: Panel Discussion on Research Implications for Policy at the National and State Level

- ❑ Hal Beder, Rutgers University
- ❑ Sandra Baxter, Director, National Institute for Literacy
- ❑ Cheryl Keenan, Director, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education
- ❑ Bob Bickerton, Associate Commissioner of the Center for Lifelong Learning and Teaching, Massachusetts Department of Education
- ❑ Israel Mendoza, Director, Office of Adult Literacy, Board for Community and Technical Colleges, Washington state

4:15 – 4:45 p.m. Reflection and Discussion

6:30 p.m. Evening on Your Own

Saturday, December 2, 2006

9:00 a.m.–12 Noon Concurrent Sessions #4 (includes break at 10:30 a.m.)

- ❑ ***Transitioning Adults to College: Adult Basic Education Program Models***
Cynthia Zafft, National College Transition Network, World Education
- ❑ ***Adult Education and the Formation of Publics for Justice and Democracy***
Ron Glass, University of California-Santa Cruz
Bob Harper, Director, Watsonville/Aptos Adult Education
- ❑ ***Adult Literacy Research Studies Progress and Questions***
 - ***Study 1: Research on Reading Instruction for Adults with Low Literacy Skills***--Daphne Greenberg, Georgia State University,
 - ***Study 2: Testing the Impact of Health Literacy in Adult Literacy and Integrated Family Approach***--Susan Levy, University of Illinois at Chicago & Sue Rasher, OER Associates
- ❑ ***California Field-based Research Initiative***
Alisa Belzer, Rutgers University
California teacher-researchers
- ❑ ***Longitudinal Study of Adult Learning***
Steve Reder, Portland State University/NCSALL
- ❑ ***Professional Learning Communities and Site-based Professional Development***
Mary Ann Corley, CALPRO/American Institutes for Research,
Wendi Maxwell, California Department of Education,
Natalia Pane, American Institutes for Research,
Susan Domenighini, Glenn County Office of Education,
Nancy Hampson, Jim Vincent, San Diego Community College,
Rob Jenkins, Nilo Lipiz, Santa Ana College,
Jacques LaCour, LaRanda Marr, Oakland Adult Education

12:00 – 1:00 p.m. Lunch

1:00 – 2:30 p.m. Concurrent Sessions #5

- ❑ ***Results of Implementing and ESL Orientation Class***
Kim Iwasko, Cary Keisler, and Elizabeth Cunningham,
Watonsville/Aptos Adult Education
- ❑ ***Giving Voice: A Dialogue on Race and Gender within Adult Education***
Vanessa Sheared, University of California-Sacramento
- ❑ ***The Use of Authentic Materials in the Adult Literacy Classroom***
Erik Jacobson, Montclair State University
- ❑ ***Systems and Success: One Program's Experience***
Sylvia Ramirez, Mira Costa College
- ❑ ***Students and Instruction in Adult ESL Literacy: A Look at the Research***
Larry Condelli, American Institutes for Research
- ❑ ***Management Competencies: How Can They Be Used for Improvement of Program Quality?***
Renee Sherman, American Institutes for Research & John Tibbetts,
CALPRO

2:30 – 2:45 p.m. Break

2:45 – 4:15 p.m. Concurrent Sessions #6

- ❑ ***Classroom Factors Associated with ESL and EL Civics Learner Performance***
Pat Rickard, Richard Stiles, CASAS
- ❑ ***Contextualized ESL Instruction Fuels Synergistic Learning of Authentic Student Goals***
Robin Waterman, NCSALL/Colorado Department of Education
- ❑ ***Project STAR,***
John Strucker, NCSALL;
Cheryl Keenan, US Department of Education;
Jean Scott, California Department of Education
- ❑ ***Special Learning Needs: Incidence and Implications for Supporting Persistence and Successful Transitions***
Laura Weisel, The TLP Group
- ❑ ***Findings and Implications from the National Assessment of Adult Literacy***
Mark Kutner, American Institutes for Research
- ❑ ***Program Administrator's Source Book: Using Research to Support Program Improvement***
Beth Bingman, University of Tennessee, Center for Literacy Studies/NCSALL

4:15 – 4:45 p.m. Reflection, Discussion, Wrap-up, and Evaluation