

NATIONAL CONFERENCE ON EFFECTIVE TRANSITIONS IN ADULT EDUCATION
Providence, RI, November 17-18, 2008
Conference Impressions

Attendees:

[Christina Theuerling, Northeast ABLEResource Center, Christina@neable.org]

The two-day event consisted of plenary sessions and a variety of workshop sessions. The following table gives an overview of the conference schedule:

Monday, November 17	Tuesday, November 18
Workshop Session I	Workshop Session IV
Keynote Presentation	Workshop Session V
Workshop Session II	Keynote Presentation
Workshop Session III	Workshop Session VI

This document is designed to give those not attending a snapshot of the conference, along with anecdotal information from some of the Ohio participants. The document is organized around the session name, session description, presenter information, a list of handouts, and the attendees' impression. The sessions appear in the following order:

- **Keynote:** (plenary session)
- **Workshop Session I:**
 - [Session Name] (attended by [Name])
- **Workshop Session II:**
- **Workshop Session III:** Developing Healthcare Career Pathways for Adult ELLs
- **Workshop Session IV:**
- **Workshop Session V:**
- **Workshop Session VI**

Session handouts have been scanned and are listed on the last page.

Keynote Presentation: /Mental Floss...Breakthroughs for Adult Learners/

Session Description: Keynote

Presenter information: John Parks LeTellier, Quantum Learning

The **handout** for this presentation was...

Session Impressions, [CT]: Presentation discussed the learning process through brainwave states and the transfer of memory. Important for teachers to know, it takes 3-7 sleep cycles for information to transfer from short-term to long-term memory. The "Reinforcement Protocol" on page 2 of the handout would be useful for all teachers to have and pass along to students.

National Conference on Effective Transitions in Adult Education, November 2008
Christina Theuerling, NERC

Workshop Session I: Combining Approaches to ESL College Transition

Session Description: Addressed the stages, curriculum & instruction, and resources/logistics involved in different programming options meant to assist ESL student transition to college. Participants involved in examining the pros/cons and successes/challenges of bridge, I-BEST and academic readiness coursework.

Presenter Information: Lake Washington Technical College

Handouts for this session include...

Session Impressions, [CT]: Interesting comparison of transition classes. See handout for distinctions between the three courses.

Workshop Session II: From ABE to College: What Do Our Students Say?

Session Description: Summarizes findings of a study in which former ABE-ESL students shared insights about successful transitioning to a community college's academic programs.

Presenter Information: Tunde Csepelyi, Ph.D candidate at University of Nevada

Handouts for this session not included, see below.

Session Impressions, [CT]: Study results were similar to what we've learned from our ABLE students. ABLE is a more comfortable environment that gives extra attention, guidance, patience, etc. Students made recommendations for ABLE teachers & programs to adopt more college course aspects to lessen the shock and better prepare them for college.

Recommendations for Students-

Assign homework, talk about college, use books regularly, teach beyond the basics, use a syllabus, invite guest speakers and **be a teacher who knows how to teach!**

Recommendations for programs –

Have a counselor, teach writing, distribute info about college, have a library/writing center, teach academic words and offer in-class tests and quizzes.

“An Ethic of Care” by Nel Noddings was used as theoretical framework for the study, describing the treatment of students.

Workshop Session III: Developing Healthcare Career Pathways for Adult English Language Learners

Session Description: Demographic factors make the education of adult English Language Learners (ELLs) in healthcare careers critically important. But institutions attempting to transition adult ELLs into healthcare careers face a number of challenges. This presentation discussed promising programs, practices and policies that have helped to meet them.

Presenter Information: Jodi Crandall, University of MD, Baltimore County

Handout for this session includes lots of information.

Session Impressions, [CT]: Good info – Jodi is doing research for an upcoming national report. She shared lots of models implemented throughout US. She cited an interesting workplace idea to create a “supportive supervisor” and involve him/her by giving them a weekly schedule of what students are learning and encourage them to reinforce learning.

*Kris Mason from the Puget Sound, WA division of “Welcome Back,” an organization established in CA to assist internationally trained health workers get licensed to practice in the US. This is a HUGE issue for immigrants! Kris said that Ohio has been in discussions about adopting the program. www.e-welcomeback.org/ <http://flightline.highline.edu/welcomeback/>

ESOL Special Interest Group:

Montgomery County CC in Silver Spring, Maryland has developed a way to give guidance to non-ESL content teachers. They have a rubric that covers three areas: 1. Language ability – content of the book, graphics and grammar – basic instructions guide teachers for selecting texts/class content. For example, if you can’t find the subject and verb, neither can your students; 2. Culture – they would give an explanation of deep culture verses simply food and clothing that most people identify with the term culture. For example, the idea of time having a different meaning in different cultures; and 3. Academic literacy – students need to be taught how to use a textbook, how texts are organized, etc.

Awaiting handout.

Workshop Session IV: Free Reading for College Transition Readiness in the ESOL Classroom

Session Description: Free reading, or sustained silent reading of learner-chosen books, is a valuable curricular component and vehicle for academic skills development. The presenter will share insight from research and experience with free reading and share through hands-on demonstration accompanying activities that build college readiness skills and language awareness.

Presenter Information: Celeste Mazur, Saint Paul College in MN.

Handouts for this session include a summary, skills developed and 32 instructional activities!

Session Impressions, [CT]: The presenter uses free reading in a credit-based, but not credit bearing course at the college. Since typically, ESL texts are shorter, she recommended using free reading in ABLE to build academic skills that students will need for college. For reading outside the classroom, students keep a log at home including the title, pages read and thoughts about the book.

Recommended text resources: <http://extensivereading.net>, Cambridge University Press Readers, McGraw-Hill “The Contemporary Reader” and Longman Literary Classics easy readers.

Workshop Session V: Transitioning to College and Career Success

Session Description: The presenters discuss two bridge programs that transitioned ESL and Adult Education students into college career programs. Faculty collaboration, an orientation to college and contextualized reading and math instruction are key ingredients. Presenters discuss program implementation, funding, recruitment, retention, instructional techniques and curricular as well as institutional outcomes.

Presenter Information: Maria Knuth, Jennifer Bell and Sharon Martin of Harper College

Handouts for this session include PowerPoint explaining the two bridge courses, instructional activity, Orientation to the HVAC course and vocabulary.

Session Impressions, [CT]: Two bridge classes – one to boost academic skills for GED students and one for ESOL students to bridge to vocational Ed classes (HVACR). The academic course is offered during breaks from other classes and has Perkins funding, so students attend free. The HVACR class is taught using I-BEST as a model and is also free.

Workshop Session VI: Bridging Community and College Programs for ESOL Student Success

Session Description: In this interactive workshop, participants engage in an active exploration of the diverse challenges facing high-level ESOL students from varied circumstances, consider programming opportunities and limitations in the development of a transitions program from community organization to community college and examine details about the Center for New Americans’ (CNA) recently piloted transitions program.

Presenter Information: Laura Porter, Center for New Americans in Massachusetts and Geng Lin, Chinese student at the CNA.

Handouts for this session include Transition to College Program details and syllabus, Transitioning Skills for Student Success needs assessment/progress form

Session Impressions, [CT]: Three institutions (a branch of community college, literacy project and CNA) moved into the same building to offer intro level courses to students in one location. When students are comfortable and ready to attend Comm. College, then they move to the main campus. This transition class only meets on Fridays and students attend other classes Monday-Thursday, so this model could be easily adopted. The college visits are a great idea for ABLE.

SESSION HANDOUTS AVAILABLE

- **Keynote Presentation:** *[Title]*
- **Workshop Session I**
- **Workshop Session II:**
- **Workshop Session III:**
- **Workshop Session IV**
- **Also available**
 - Conference Participant List