

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

Attendees:

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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:

- **Workshop Session I:** [Partnerships & Creative Collaborations for Adult Education] (attended by [Paula Kertes])

Keynote: Mental Floss-Breakthroughs for Adult Learners (plenary session)

- **Workshop Session II:**GED Bridge Programs – Transitioning form GED to College and Work (attended by Paula Kertes)
- **Workshop Session III:** Student Leadership and Alumni Engagement: Strategies for GED to College Transition(attended by Paula Kertes)
- **Workshop Session IV:** A Pathway to Pathways: One Program's Leap into Transitional Programming(attended by Paula Kertes)
- **Workshop Session V:** Delivering Developmental Education in the Community in Partnership with a Community College (attended by Paula Kertes)
- **Workshop Session VI** Welcome to “Smooth Transitions” (ABE to College) (attended by Paula Kertes)

Workshop Session I: [Partnerships & Creative Collaborations for Adult Education]

Session Description: Learn collaboration basics, how to establish common needs with diverse partners, how to deal with institutional barriers and personalities, ingredients for successful

coalitions, how to secure supporters, and how to decide whether to convert a collaborative effort into a nonprofit organization.

Presenter information: Jose, Cruz, chief executive officer, San Diego Council on Literacy; Recipient, 2003 San Diego Union-Tribune, “Educator of the Year: Award; Former President, National Alliance of Urban Literacy Coalitions

The handout for this presentation included the PowerPoint presented and a stand alone chart on Managing Complex Change.

Session Impressions: While the presenter was very enthusiastic, he didn’t cover the topics listed in the description and was unaware several times of what was in his Power Point presentation. He referenced the C-Pal Self Assessment Tool which appears to be the basis of the presentation. The tool is a step by step planning document for community organizations to evaluate their adult education partnerships. I searched for the website: <http://www.c-pal.net/assessment/index.html>

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Keynote Session: *Mental Floss...Breakthroughs for Adult Learners*

Session Description: Discussion of applying learning styles and modalities to individual learning situations.

Presenter Information: John Parks LeTellier, international trainer and educational consultant. Curriculum developer and facilitator for Quantum Learning Network for over 20 years. John has trained teachers and administrators in over 250 schools.

Handouts for this session include a three page handout discussing brainwave states, reinforcement protocol and the transfer of memory.

Session Impressions, The information was very informative and somewhat scientific. The transfer of this information to day to day operations is useful, but not easily applied. Our adults won’t understand nor care about the brain waves states and most will not adapt to the need for 3-7 sleep states prior, for information to become long term memory.

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Workshop Session II: GED Bridge Programs: Transitioning from GED to College and Work

Session Description: To provide an overview of LaGuardia Community College’s GED Bridge Programs which prepare adults for the GED exam while simultaneously providing workforce preparation, career counseling and college advisement for careers in health care or business/technology industries and the liberal arts.

Presenter Information: Jane MacKillop, Associate Dean of Adult & Continuing Education at LaGuardia Community College (CUNY); Linda Chin, Program Coordinator for the GED Bridge to Health Career Program at the Adult Learning Center; Amy Dalsimer, Program and Curriculum Development Consultant on the GED Bridge to Health Careers and the GED Bridge to Business Careers Program.

Handouts for the session included a program flyer, brief overview of statistics and research, overview of geometry needs, Health Career and Business Program overviews, a career profile and some newspaper articles.

Session Impressions: The session basically took the next step for our students by integrating them into a college campus but still allowing them to pursue career options. The program content was very workable with nine hours weekly of academic material. In addition the program provided such activities for student development as internships for the Health Career students, Allied Career Panels, financial aid counseling, and one on one counseling. Students have access to the campus facilities and receive transitional services (Case Management and follow up services, job readiness workshops, College for a Day, dedicated adult student admissions counselor)

Workshop Session III: Student Leadership and Alumni Engagement: Strategies for GED to College Transition

Session Description: “Improving Our Progress in College Today” (IMPACT) is a student led Club at Bronx Community College that has dramatically improved GED graduation and enrollment in college. The Mayor’s Office of Adult Education related efforts to build an Adult Education Alumni Alliance and Transition to College Internship program.

Presenter Information: Katy Taylor, Director of Program Support for the New York City Mayor’s Office of Adult Education; Elizabeth Payamps, Director of CUNY Catch at Bronx Community College; Jeniffer Herrera-Andujar, adult learner currently working at the Mayor’s Office of Adult Education, Robert Molina, Integration Specialist at CUNY Catch; William Ruiz, President of Club Impact; Hipolito Rosarios, CUNY Catch Alumni.

Handouts included a Power Path program overview, Adult Education Alumni Alliance mission statement and goals and Learner Leadership Pyramid.

Session Impressions: This was the best session of the entire conference. Since we always have to do more with less, why not use our biggest asset, our students, to help with student persistence. and engagement. The program focuses mainly on students 16-24 that are in GED or ESOL classes and planning on enrolling in college. Through a series of meetings and surveys it was noted that adults wanted more support and encouragement and feel peers can provide this; adult learners see themselves, especially alumni, as assets that can improve outcomes and visible alumni leadership could help remove stigma about adult education. They have created FUTURE NOW (campus based GED program) and CLUB IMPACT (Improving My Progress at College Today to transition to college) In 2007 they had 160 GED graduates out of 200 students and 128 of these enrolled in college. Club IMPACT is a student led club with support of a Club

Advisor/LISW. Club IMPACT has officers and four classrooms on the 5th floor of a campus building. Students go with others to meet with faculty, admissions, job fairs, etc and only 80 in Club Impact at a time. There is a strong sense of community and a waiting list of 200 to get into Club IMPACT.

Workshop Session IV: A Pathway to Pathways: One Program's Leap into Transitional Programming

Session Description: The Montgomery College Adult ESOL & Literacy – GED Program, a recent transplant to the college, is creating a career pathways/transition program. Discuss what has been learned; communication strategies for dealing with new partners; ways to engage teachers and planning steps from needs assessment to evaluation.

Presenter Information: Donna Kinerney, Ph.D., Instructional Dean at Montgomery College; Emma Wilson, MA, Program Manager for the Adult ESOL & Literacy –GED Program at Montgomery College.

Handouts included a program planning sheet, and What You'll Need to Communicate: Expectations and Tools

Session Impressions: The presenters gave an overview of their move in 2005 to the Montgomery college college. They asked us to review their plan and make suggestions regarding missing areas. While this ended up well, with the four types of “people” that you will encounter during change (Willing but Confused, Believers, Naysayer's and Skeptics) it was uncomfortable to critique four bullet points covering Goals and Objectives, five bullet points on Implementation, when the process is much more intensive. We spent a lot of time discussing the four types of “people” with generalization made on engaging teachers and partners.

Workshop Session V: Delivering Developmental Education in the Community in Partnership with a Community College

Session Description: Session will describe the developmental education model developed by Dorcas Place and the CCRI. The presentation will incorporate lessons learned from the first semester and revisions made to the original design, and projected long term outcomes for the project.

Presenter Information: Dr. Brenda Dann Messier, President of Dorcas Place and James Alexander, Director of College Preparatory Program at Dorcas Place.

Handout included a Power Point overview of the program services.

Session Impressions: The program works with 800 low income adult a year in Providence. They received a Breaking Through grant and receive other local support. Program partners with the Community College of Rhode Island (CCRI) and offers several developmental classes on site. The program provides financial aid for students taking less than two classes through a

\$600,000 grant. Dorcas Place offers intensive education and career counseling, college and cultural visits. Advocacy was a big part in every facet of the presentation.

Workshop Session VI: Welcome to “Smooth Transitions” (ABE to College)

Session Description: Members of the Holyoke Community College ABE to College “Smooth Transitions” Working Group, comprised of ABE and community college staff in Holyoke, Massachusetts, will share their process, challenges and successes in cooperative efforts to ‘smooth out” transitions from Adult Basic Education programs to college.

Presenter Information: Kermit Dunkelberg, co-founder of “Smooth Transitions” Working Group at Holyoke Community College and Program Coordinator and ESOL Instructor at the Ludlow Area Adult Learning Center, Michele Sedor, from SABES, Massachusetts professional development system; and Robin Hodgkinson, ESOL teacher and Executive Director of the Community Education Project (CEP) in Holyoke, Massachusetts. .

Handouts included a draft of the College Awareness/Readiness Curriculum Module and 10 tips for a “Smooth Transitions Working Group”

Session Impressions: The presentation discussed the coming together of professionals in an effort to transition more ABE students into college. The makeup of the working group and how they came together to problem solve. The group started with a grant from Nellie Mae in 2002 and the space is provided by Holyoke College.

SESSION HANDOUTS AVAILABLE