

Transitions to Post-secondary Education Resources

Resource Collections

The new LINCS Resource Collections are online subject-oriented collections of high-quality instructional resources informed by research. Each item on the list has completed a rigorous internal and external process in which researchers and other experts in the field reviewed the resource and found it to be grounded in scientifically based and/or other rigorous research. For each resource on the list, information is given about the author(s), the program or institution affiliated with the resource, publication date, number of pages, type of product, target population, skill levels of instructional materials and more. The thoughts of the reviewers about each resource are also given, and of course, the link to the materials.

Workforce Competitiveness Resource Collection

The Workforce Competitiveness Resource Collection, available at http://www.nifl.gov/lincs/resourcecollections/RC_workforce.html includes resources applicable to workforce basic skills education, English language acquisition, and/or technology.

Workforce Education

Adult Learning in Focus: National and State-by-State Data

Council for Adult and Experiential Learning (CAEL) in partnership with National Center for Higher Education Management Systems (NCHEMS)

This report from the Council for Adult and Experiential Learning uses numerous data sets to provide evidence about what is known about adult learning nationally and across each of the fifty states and to identify gaps that hinder increasing numbers of Americans from earning a living wage (defined by some as 150 percent of minimum wage).

America's Forgotten Middle-Skill Jobs: Education and Training Requirements in the Next Decade and Beyond

The Urban Institute (Harry J. Holzer, Georgetown University, and Robert I. Lerman, American University)

The authors analyze recent employment and wage trend data, as well as projections from the Bureau of Labor Statistics (BLS), to investigate the future demand for workers in "middle-skill" jobs -- i.e., those requiring some postsecondary education or training (associate's degrees, vocational certificates, on-the-job training) but less than a bachelor's degree.

America's Perfect Storm: Three Forces Changing Our Nation's Future

Educational Testing Service, Policy Evaluation and Research Center, Policy Information Center

The authors review and synthesize existing research in three key "powerful forces" in the nation: (1) Wide disparity in literacy and numeracy skills among American school-aged and adult populations, with particular ethnic/racial groups especially at risk; (2) Profound restructuring of the U.S. workplace driven by globalization, technological change, and higher skill demands; and (3) Changing demographic trends (i.e., an aging and more diverse workforce).

Embedded Learning Portal (Curriculum Sample Reviewed: Production Process Module 2)

UK: Department for Education and Schools (DFES)

Practitioners frequently request job-related basic skills curricula and materials. The Embedded Learning Portal offers access to a variety of work-related basic skills curricula that are embedded in a functional context of job areas in specific industry clusters.

GED Career Bridge to Hospitality Curriculum (All Sections)

Virginia Adult Learning Resource Center

Many employers require at least a GED for new entrants into the workplace; however, many new entrants lack fundamental background information concerning the workplace and the world of work in order to stay with the job or move up in the field. This curriculum resource prepares students for the GED credential while providing important background information, skill instruction, and practice within a hospitality career context and career pathway model.

Integrating Career Awareness into the ABE & ESOL Classroom

National College Transition Network and System for Adult Basic Education Support (Martha Oesch & Carol Bower)

This Career Awareness Guide is designed for teachers and counselors in ASE, ABE, ESOL, and College Transition programs to help students understand the critical link between education and careers.

Skills to Live By: Participant Reflections on the Value of their Sectoral Training Experience

Workforce Strategies Initiative, The Aspen Institute (Maureen Conway & Amy Blair)

This resource describes the third phase of a sectoral approach (targeting high priority industry clusters and related jobs) to education and training for low income and low-skilled individuals, especially to identify the successes and challenges they have faced participating and remaining in the labor market four years after training.

Strategies for Success in Career Development: The Career Coach Curriculum Guide

Women Employed (Caren Van Slyke & Karen Lamb)

This thorough, concise, and well-organized career development curriculum is appropriate for instructors and other service providers who work with mid- to higher-level adult learners in the process of choosing a career, changing a career, or exploring education options that match their goals.

English Language Acquisition

Facilitating Adult Learner Interactions to Build Listening and Speaking Skills

Center for Applied Linguistics (Sharon McKay & Kirsten Schaezel)

This practical resource stresses the importance of building oral (speaking and listening) communicative skills necessary for the workplace and community.

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Supporting Adult English Language Learners' Transitions to Postsecondary Education

Center for Adult English Language Acquisition (Julie Mathews-Aydinli)

This article focuses on classroom and program (administrator) practices that promote successful transitions for L2 learners to postsecondary education. The brief covers research and theory related to instructional strategies useful in supporting adult ELL students' transition to college.

Transitioning Adult ESL Learners to Academic Programs

Lehigh University / CAELA (Judith Rance-Roney)

This article identifies outcomes and ways in which ESL programs can prepare L2 learners to successfully transition to GED or other academic courses.

Vocational English as a Second Language: Courses A & B Curriculum Guide

Bridge to Advanced Technological Education and Employment Project, University of Illinois at Chicago (Stephanie Sommers)

The curriculum guide was designed to prepare intermediate level ELL adults for career-path employment and post-secondary education in advanced technology fields. It is composed of two courses (A and B) that run for 14 weeks, 12 hours per week.

Program Management Resource Collection

The Program Management Resource Collection, available at http://www.nifl.gov/lincs/resourcecollections/RC_planning.html focuses on assessment, learning disabilities, and program improvement.

Assessment

Challenges in Assessing for Post-Secondary Readiness

Division of Adult Studies, Center for Research on Learning, University of Kansas (Daryl F. Mellard and Gretchen Anderson)

This Policy Brief examines the major assessments in use today to measure adult learning gains and determine student placements – e.g., BEST, CASAS, TABE, COMPASS, ASSET, and ACCUPLACER in terms of their use and issues of alignment.

I've Opened Up: Exploring Learners' Perspectives on Progress

Parkdale Project Read, Regent Park Learning Centre, Wellington County Learning Centre, Festival of Literacies Office at the Ontario Institute for Studies in Education, University of Toronto

This project explored learners' experiences and understanding of progress and sought to define and articulate this knowledge. The research showed the importance of understanding and valuing the perspectives learners have of their progress. We discovered numerous nonacademic outcomes critical to learners' progress that they associated with adult literacy programs. Learners realized very well what literacy can do for them and value the many nonacademic outcomes they experience in various facets of their lives.

Learning Disabilities

Learning Disability: Life after High School

University at Buffalo, Technology Transfer Rehabilitation Engineering Research Center

In this article, the authors provide guidelines and summarize research on the challenges faced by adults with LD when transitioning to post-secondary schooling and employment. It also highlights issues around disclosure of learning disabilities and requesting appropriate accommodations for a course of study in college or to perform essential functions on the job.

Basic Skills Resource Collection

The Basic Skills Resource Collection, available at

http://www.nifl.gov/lincs/resourcecollections/RC_skills.html focuses on reading, writing, and mathematics/numeracy. A selection of these resources of particular interest to transitions programs is listed below.

Reading

Metacognition, Cognitive Strategy Instruction, and Reading in Adult Literacy

National Center for Study of Adult Learning and Literacy (J. Cromley)

This chapter describes the role of metacognition and cognitive strategies in reading comprehension and promising techniques to improve metacognitive monitoring.

Writing

Writing Next: Effective Strategies to Improve Writing of Adolescents In Middle and High Schools

Alliance for Excellent Education/ The Carnegie Corp. of New York (Steve Graham and Dolores Perin)

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. This resource is appropriate for adult students, especially those who need to transition from the five paragraph essay to writing that meets the expectations for postsecondary education and the workplace.

Mathematics & Numeracy

Construction Math Toolkit

Renton Technical College, Renton, WA

This math toolbox combines fun, industry-required math lessons with supplemental academic and career guidance information. It was developed at Renton Technical College in Renton, WA, as part of a Transition Math Project.

The Importance of Algebra for Everyone

Massachusetts ABE Math Initiative Coordinator, World Education, Boston (Tricia Donovan)

Tricia Donovan's *Focus on Basics* article, "The Importance of Algebra for Everyone," discusses how algebraic thinking can be taught to ABE, Pre-GED, and ESOL students. The article summarizes the importance of numeracy for success in college and as citizens in the 21st century.

Preparing Students for College-level Math

Portland Adult Education (Pam Meader)

Part of the National College Transitions Network (NCTN) Promising Practice Series. This series presents information on strategies from the field that are designed to promote the transition of ABE students to postsecondary education.