



National Institute for Literacy

Achieving Student Success: Transitions to Post-Secondary Education

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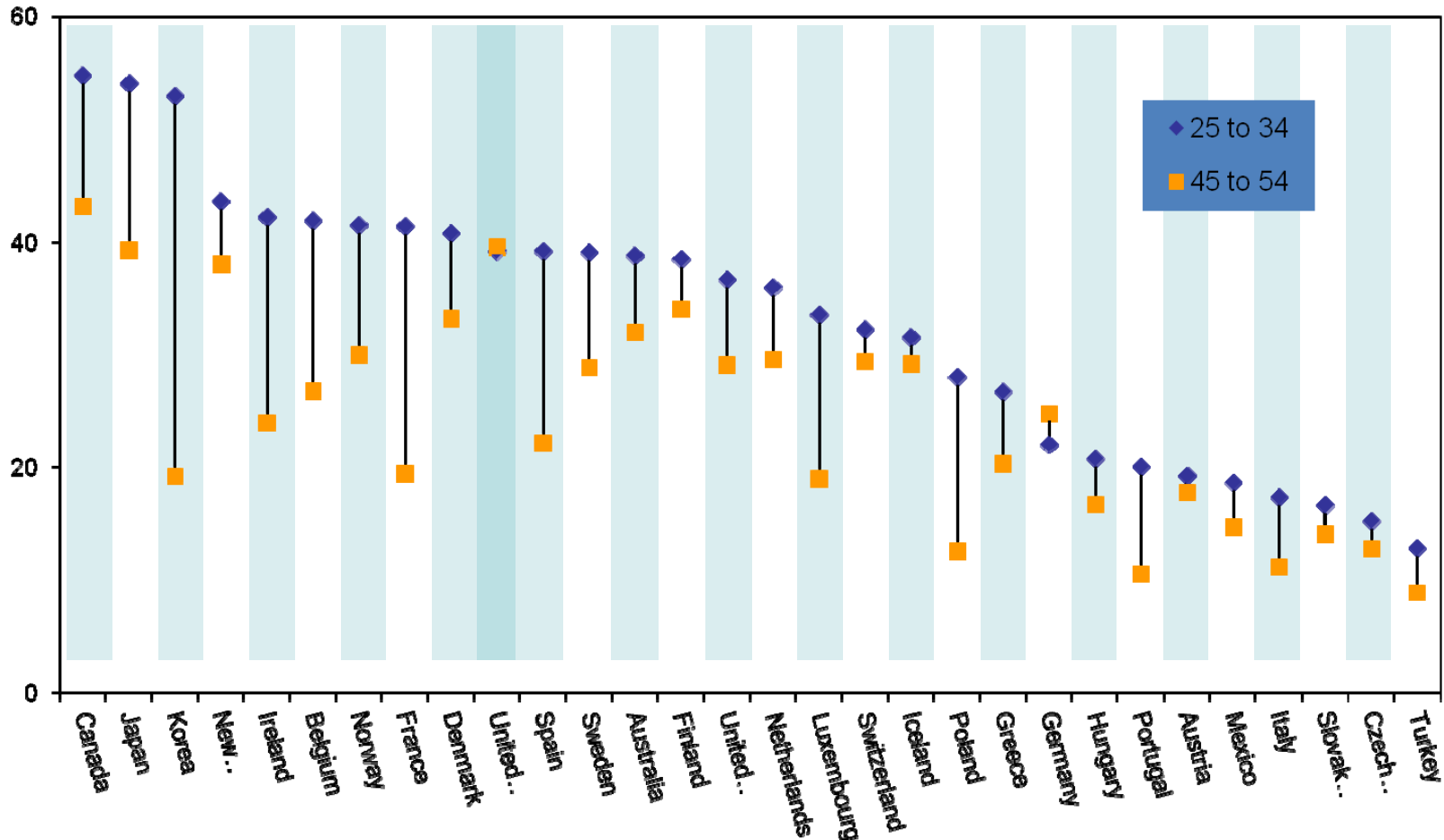
"We will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world."

-- President Barack Obama,
February 24, 2009



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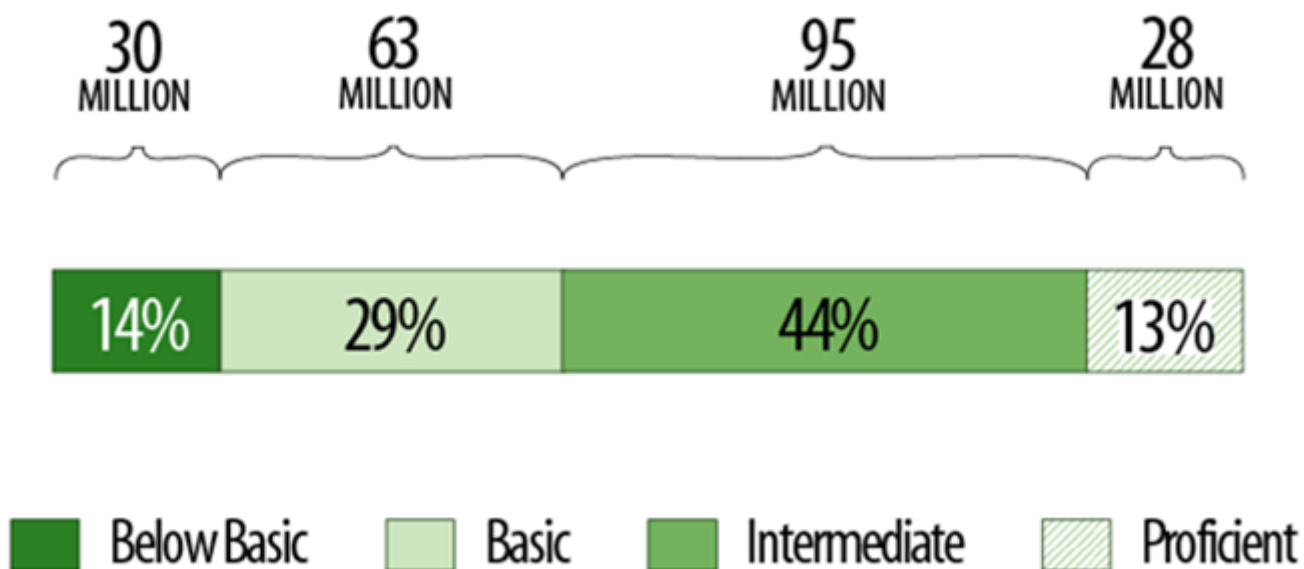
Differences in College Attainment (Associate and Higher) Between Younger and Older Adults—U.S. and OECD Countries, 2006



Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2008*



Number of Adults in Each Prose Literacy Level: 2003



Note: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.



The Challenge

- ❖ Every year, one in three young adults drop out of school and almost 10% of youth between the ages of 16-24 are out of school and do not have a high school diploma.
- ❖ Net immigration will account for more than half of U.S. population growth by 2015.
- ❖ By 2030, more than one in four people in the US will be of Hispanic or Asian descent and a full one-third of foreign born living the US have no high school diploma—44% who are of Hispanic origin.



The Challenge

- ❖ Eighty percent of immigrants without a high school diploma do not speak English well – 17.8 million are Limited English Proficient (LEP).
- ❖ Projections are that almost 75% of the fastest growing job sectors will require some level of postsecondary education by 2016.
- ❖ 65% of adults have no first degree or credential.

Institutional Practices that Promote Post-secondary Transitions

- ❖ Organizational integration
- ❖ External partnerships
- ❖ Access to resources
- ❖ Nontraditional structure
- ❖ Stackable credentials



Program Practices that Promote Post-secondary Transitions

- ❖ Attention to quality and nature of instruction
- ❖ Careful and regular assessment
- ❖ Goal-setting and academic monitoring
- ❖ Counseling and support services
- ❖ Personal collaborations and relationships

Program Practices that Promote Post-secondary Transitions, continued

- ❖ Close proximity to local college
- ❖ Simultaneous enrollment options
- ❖ Models that promote group learning
- ❖ Paired academic and professional technical instructors



References

- ❖ Alamprese, J. (2005). *Helping adults make the transition to postsecondary education*. (Background Paper, OVAE)
www.c-pal.net/pdf/transition.pdf
- ❖ Comings, J. (2007). *Persistence: Helping adult education students reach their goals*. (NCSALL)
www.ncsall.net/fileadmin/resources/ann_rev/comings-02.pdf
- ❖ *Common Core State Standards Initiative*.
www.corestandards.org/



References

- ❖ The Joyce Foundation. *Shifting Gears*.
www.shifting-gears.org/
- ❖ Liebowitz, M. & Taylor, J. C. (2006). *Breaking through initiative: Helping low skilled adults enter and succeed in college and careers*. (Jobs for the Future)
www.jff.org/sites/default/files/BreakingThrough.pdf
- ❖ MDRC. *Opening Doors*. www.mdrc.org/project_31_2.html



References

- ❖ Park, R. J., Ernst, S., & Kim, E. (2007). *Moving beyond the GED: Low-skilled adult transition to occupational pathways at community colleges leading to family-supporting careers*. (National Research Center for Career and Technical Education)
136.165.122.102/UserFiles/File/pubs/Moving_beyond_the_GED.pdf



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- ❖ Prince, D. & Jenkins, D. (2005). *Building pathways to success for low-skill adult students: Lessons for community college policy and practice from a statewide longitudinal tracking study*. (Community College Resource Center)
ccrc.tc.columbia.edu/Publication.asp?UID=204



References

- ❖ U.S. Department of Education. (2009) *Adult basic education career connections*. www.ed.gov/about/offices/list/ovae/pi/AdultEd/adultbe.html
- ❖ U.S. Department of Education. (2007). *Adult basic education to community college transitions symposium proceedings report*. www.ed.gov/about/offices/list/ovae/pi/AdultEd/cctransreport.pdf
- ❖ U.S. Department of Education. (Draft, December 2009). *Helping adults with low literacy skills transition to and succeed in postsecondary education*.



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- ❖ U.S. Department of Education (2009). *Ready for college: Adult transitions program*. www.ed.gov/about/offices/list/ovae/pi/AdultEd/factsh/fs-ready-for-college-11-19-07.pdf
- ❖ U.S. Department of Education. (Draft, December 2009). *Postsecondary education transition: A summary of the findings from two literature reviews*.



References

- ❖ Valentine, J. C., Hirschy, A. S., Bremer, C. D., Novillo, W., Castellano, M. & Banister, A. (2009). *Systematic reviews of research: Postsecondary transitions – identifying effective models and practices*. (National Research Center for Career and Technical Education) 136.165.122.102/UserFiles/File/pubs/Valentine_Postsecondary_Transitions.pdf



References

- ❖ Washington State Board of Community and Technical Colleges. (2005). *I-BEST: A program integrating adult basic education and workplace training* (Research Report No. 05-2). www.sbctc.ctc.edu/college/assessment/i_best_research_report_05-2.doc
- ❖ *Worksource Oregon: Oregon Pathways for Adult Basic Skills (OPAS)*
www.worksourceoregon.org/index.php/career-pathways/160-links-oregon-web-sites-related-to-career-pathways

Maine Adult Education College Transitions Maine Program Model

- ❖ Offered through Adult Education programs
- ❖ College preparation and advising
- ❖ Comprehensive program
- ❖ Two distinct scheduling designs
- ❖ Must enroll in college in 12-18 months
- ❖ MOU with college systems

Reference: Zafft, C., Kallenbach, S. & Spohn, J. (2006). *Transitioning adults to college: Adult basic education program models* (NCSALL Occasional Paper).



Maine Adult Education College Transitions Delivery Schedule

There are two (2) emerging models:

1. Students take set classes as a group scheduled in one day, evening, or over a few hours over several days. Academic and career counseling, college life skills, and other classes are included in the curriculum.



Maine Adult Education College Transitions Delivery Schedule

2. Students select the classes, based on assessment scores, that meet their academic and career goals, with college life skills classes and academic and career counseling mandatory supports.

Programs are offering both models to attract and accommodate student schedules.



Maine Adult Education College Transitions Required Program Components

- ❖ Career planning and assessment
- ❖ College experience
- ❖ Tracking and follow up
- ❖ Instruction in college preparation coursework
- ❖ ACCUPLACER testing
- ❖ Technology



Lesson from the Field

The Transition to College Program, Rhode Island Regional Adult Learning, Providence, RI

“[We] attended joint meetings between the transition to college program and the English and Math departments, which has given us a better understanding of the college’s reading, writing, and math classes, specifically in the developmental education area. Consequently, pertinent information regarding the ACCUPLACER and testing procedures has helped us to understand the placement process. In addition, we can plan instruction accordingly.”

— Marie Crecca-Romero, Coordinator

Source: Goodman, S., Rao, D., Spohn, J., & Zafft, C. (2008). *The college transition toolkit*. Boston, MA: National College Transition Network.

Developing an Adult Education and College Transition Partnership

- ❖ Shared Vision
- ❖ Commitment
- ❖ Resources



Photo Credit: Christopher Connell

Julie Scoskie, Director of Community Support Services for Jefferson County Public Schools, and Dr. Tony Newberry, President of Jefferson Community and Technical College.



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LINCS Transitions to Post-secondary Education Discussion List

www.nifl.gov/mailman/listinfo/transitions



Initiating Partnerships

- ❖ Learn as much as possible about your prospective partner institution: their mission, goals, programs, mandates, etc.
- ❖ Learn the data on the college's student enrollment, retention, and graduation rates, and their successes and challenges.
- ❖ Become familiar with the economic and workforce challenges facing your region and state.



Initiating Partnerships, continued

- ❖ Find out who in your organization, or its governing board, might have contacts and can help open doors for you in the prospective partner institution.
- ❖ Learn about any past history of actual and attempted collaborations between your agency and the prospective partner institution.
- ❖ Familiarize yourself with any similar, current, or past collaboration with the prospective partner institution.



Initiating Partnerships, continued

- ❖ Compile information about your outcomes and individual student successes and think about how you might help the prospective partner institution achieve its mission and goals.
- ❖ Prepare your “elevator speech.” What would you say if you had only two minutes to present your program and its benefits to a potential partner?

Elements of Effective Transition Programs

- ❖ Program Alignment
- ❖ Curricula Alignment
- ❖ Orientation to Adult Education and College
- ❖ Success Skills Embedded in Curriculum
- ❖ On-going Communications



Photo credit: Christopher Connell

Nancy Gall-Clayton, Instructor, JCPS Adult Education



A Memorandum of Agreement (MOA) Needs to Define:

- ❖ The parties' roles and responsibilities
- ❖ Scope of work
- ❖ Periods of performance, and
- ❖ Any financial arrangements

Note: For an example of a MOA see *Institutionalizing Collaboration with College Partners*, an NCTN Promising Practice, by Dr. Brenda Dann-Messier at: www.collegetransition.org/promising/practice3.html



Tips on Writing and Implementing an MOA

- ❖ Discuss or draft the contents of the MOA together.
- ❖ Include the people who will be implementing the MOA in the drafting of it.
- ❖ Set realistic expectations. Don't try to do too much in the first year. Better to nurture a sense of accomplishment rather than risk disappointment in the early stages.

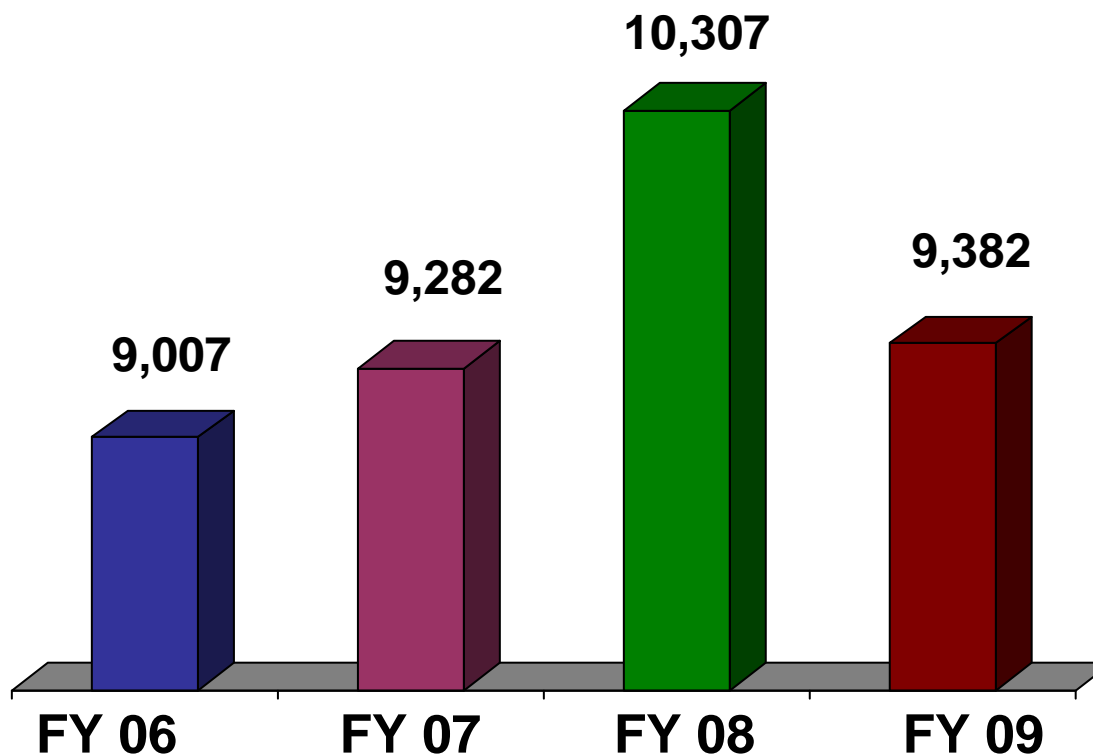


Tips on Writing and Implementing a MOA, continued

- ❖ Delineate as much as possible the details about who is going to do what, when, and why. It can prevent misunderstandings later.
- ❖ Revisit it yearly and revise the MOA and/or the activities of the partnership as needed.



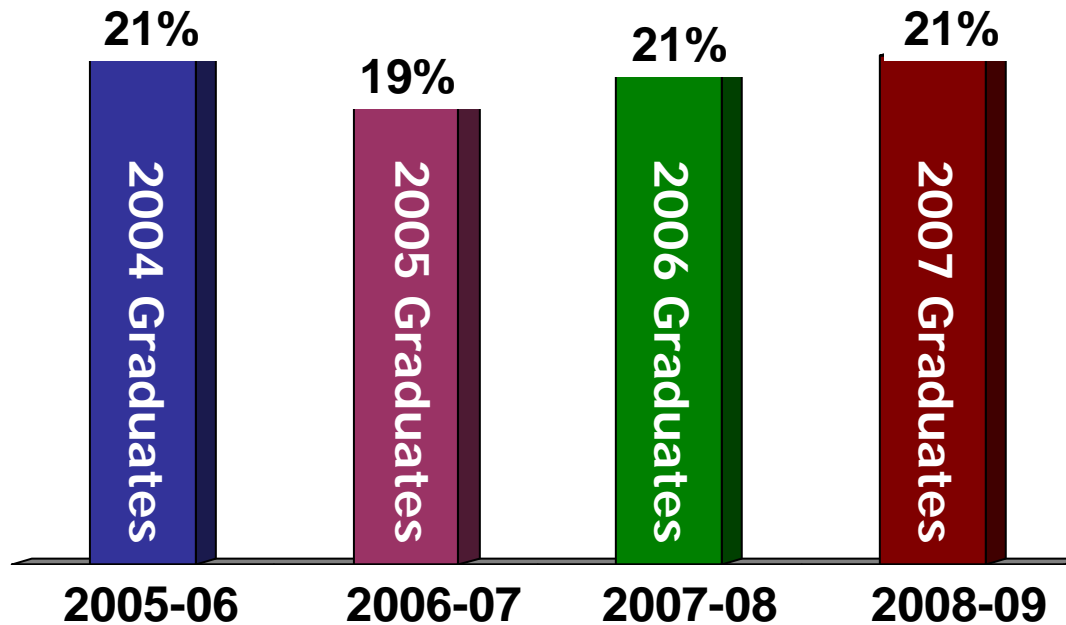
GED Diplomas Awarded



For more information, visit www.kyae.ky.gov
and www.workforcetraining4u.com



GED Graduates Enrolling in Kentucky's Colleges and Universities Within Two Academic Years



For more information, visit www.kyae.ky.gov
and www.workforcetraining4u.com

Maine Adult Education College Transitions Background/History

- ❖ Maine Compact for Higher Education: Goal 3
- ❖ Nellie Mae Education Foundation grant for NELRC demonstration projects
- ❖ Legislatively approved, one-year, state-funded pilot program
- ❖ MELMAC Education Foundation “Connecting Aspirations to a Plan” grants for Adult Education

Maine Adult Education College Transitions Background/History, continued

- ❖ Legislative action resulting in state funding
- ❖ Legislative rule changes that allow local programs to access state subsidy for locally funded programs
- ❖ Currently, 22 programs delivered in over 40 communities

Maine Adult Education College Transitions Successes

- ❖ Nearly 1,300 served last year
- ❖ Popular program—waiting lists
- ❖ 479 records through National Student Clearinghouse indicate successful transition into college (37%)
- ❖ Non-college Transitions population (6%)



Maine Adult Education College Transitions Other Findings

- ❖ Majority are former ABE students not transitioning into post-secondary at a high rate prior to Maine Adult Education College Transitions.
- ❖ A good number of students are attending online universities, such as the University of Phoenix.
- ❖ Program model impacts the rates of post-secondary enrollment—cohort has a higher %.

Maine Adult Education College Transitions Other Findings, continued

- ❖ Alignment with and/or co-location with a post-secondary school does influence enrollment rates and if/where students enroll.
- ❖ Success depends upon strength of collaboration with post-secondary partner.

Maine Adult Education College Transitions Factors to Investigate With More Data

- ❖ How many students graduate and complete programs
- ❖ How many students transfer from 2-year to 4-year schools
- ❖ Rates of enrollment based on college transition program location and alignment with post-secondary school

Maine Adult Education College Transitions Factors to Investigate With More Data

- ❖ College transition program design and rates of enrollment
- ❖ Obtaining the data of those not matriculated and not in the database to track their enrollment



“If I can do it, anyone can! I am a mother of three teenage boys. I went back to school to get my high school diploma after my divorce, then went on to achieve my CNA. Now I am in the Honor Society at YCCC and working on my RN. Adult Education gave me the confidence to do it all!”

Laura, 2008



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“I knew I had a head for knowledge and wanted to learn. Thanks to the support and guidance from Adult Education program I got my GED. I received an associate’s degree from Kennebec Valley Community College (KVCC), and now at 26 years old, I am headed off to Vassar.”

Branden, 2008



“After being let go from a previous job I became a stay at home dad. When I was ready to look for work, I first turned to my local Adult Ed program. They were incredible and helped me every step of the way. With their assistance I was able to recognize and work on skills that would help me transition to a new job.”

James, 2008

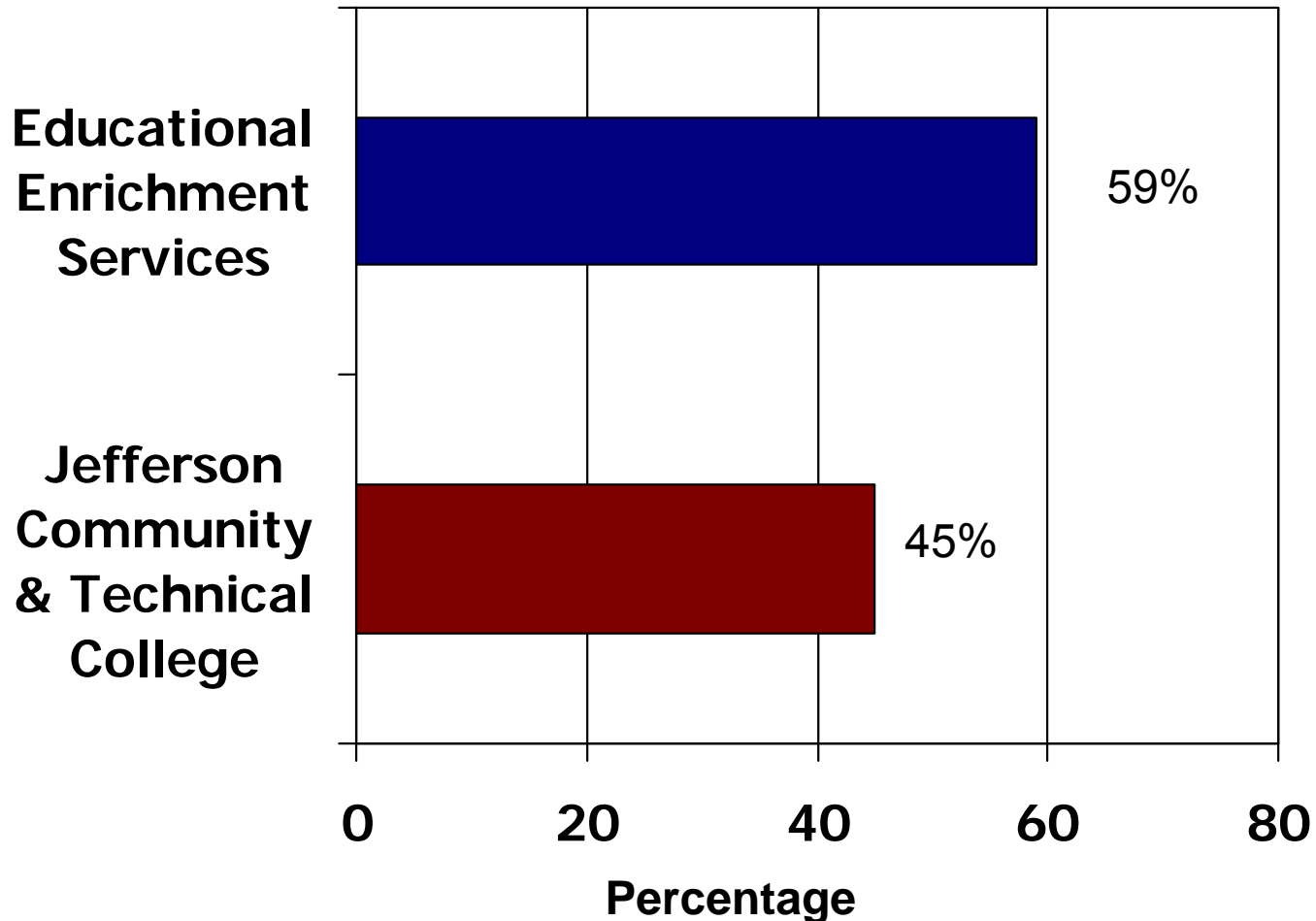


Resources

- ❖ *Maine Adult Education: Learning for Work and Life.*
www.maineadulted.org
- ❖ *National College Transition Network.*
www.collegetransition.org
- ❖ *College for ME.* www.collegeforme.com
- ❖ *Maine College Transition Program.*
www.maine.gov/education/aded/dev/transitions.htm



Retention Rates Fall 08 to Fall 09





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Achieving Student Success Webcast Slides

www.nifl.gov/webcasts/10transitions



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Achieving Student Success: Transitions to Post-Secondary Education

For additional resources, go to:

www.nifl.gov/programs/post-secondary