

THECB Transition Project Report

Abstract

The Education Institute at Texas State University-San Marcos, under contract with the Texas Higher Education Coordinating Board (THECB), conducted a study to identify local adult education program best practices for facilitating the successful transition of adult basic education (ABE), English as a Second Language (ESL), and adult secondary education (ASE) students into postsecondary education programs. Little statewide research has been published about best practices with this population in Texas, and this study sought to address those gaps. The researchers conducted a national and state literature review, convened a statewide summit focus group of adult education providers, developed and administered a statewide electronic survey of Texas adult education providers, and carried out site visits to two community colleges' ABE programs. The researchers then used that cumulative evidence to draw conclusions and make recommendations to the THECB and Texas ABE practitioners.

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Executive Summary

The Texas Higher Education Coordinating Board (THECB) contracted with The Education Institute at Texas State University-San Marcos to conduct a six-month study to identify local adult education program best practices for facilitating the successful transition of adult basic education (ABE), English as a Second Language (ESL), and adult secondary education (ASE) students into postsecondary education programs. The primary objective of the program was to conduct a general study of the current state of transition projects with the goal of making recommendations about which elements of programs are successful and might be replicated successfully statewide. The researchers identified program elements from national and state literature that guided development of the study; specifically the research team relied on the Texas College and Career Readiness Standards (from state literature) as a guide for developing the research instruments. The project convened a statewide summit of adult education providers to participate in focus group activities to determine, generally, what strategies programs are using with this transition population. A statewide electronic survey based on the results of the summit data analysis and the literature review was developed and disseminated to adult education providers. Project researchers then conducted site visits at two community college programs to gather in-depth qualitative data on best practices on those campuses. The project gathered and analyzed both qualitative and quantitative data from the three sources—the summit, the survey and the site visits - in an attempt to triangulate data that would identify effective program elements. The researchers used that cumulative evidence to draw conclusions and make recommendations to the THECB and Texas ABE practitioners.

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Introduction

Nationally, as well as within Texas, there has been an increased focus on the need to align adult education and postsecondary education systems so that adult learners transition seamlessly to the workforce, certification, and degree programs. This focus has been the topic of discussion with the main objective of helping adult education programs address workforce and college readiness as an integral part of delivering services.

Although the majority of adults who take the GED exam state that they do so in order to further their education, few go on to enroll in postsecondary education (Tyler, 2001). For the most part, postsecondary institutions have not given this trend much concern, preferring to focus their efforts on increasing the pipeline of high school students entering college. As the Commissioner Paredes of the Texas Higher Education Coordinating Board (THECB) recently affirmed, however, “the economic well-being of Texas depends upon getting as many people as possible--not just youth--into postsecondary education,” and it is time to view adult basic education students “as an asset rather than a liability, and provide the resources necessary for them to achieve their dreams” (Paredes, 2009).

Among GED graduates who do enter postsecondary education, the vast majority drop or stop out within one year, with very few attaining any sort of credential. The income differential, however, between individuals with a GED and those with an associate or bachelor’s degree is significant. Moreover, some research shows that while credentials are important for short-term employability, “educational programs need to provide ample supports, advising, and clear career road maps to help students continue to make their way to and from and back again to educational opportunities in order to continue to advance their earnings over time” (Nellie Mae Education

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Foundation, 2008, p.2). In this sense, programs supporting GED students lay the framework for ways of thinking that can support a student well beyond the ABE classroom.

1. This preliminary study focused on determining practices that work in helping adult education students (ABE and ESOL) successfully transition into postsecondary education, and what works to enhance retention in the postsecondary programs in which they enroll.

Summary of THECB Transition Project Objectives

This project addressed the following objectives:

- Convene an advisory committee made up of representatives from adult basic education and higher education to advise and recommend strategies for gathering data on programs and gathering information about best practices.
- Conduct a literature review of best practices in the transition of adult basic education (ABE), English as a Second Language (ESL), and adult secondary education (ASE) students into postsecondary education.
- Conduct a summit of key adult education providers in Texas to discuss the access and barriers to assisting ABE, ESL, and ASE students in making the transition to postsecondary education programs.
- Examine the transfer data collected by adult education providers to determine the number of ABE, ESL, and ASE students who transition to postsecondary education.
- Begin the process of collecting data from adult education programs on current state best practices in the transition of ABE, ESL, and ASE students into postsecondary programs.

Project products:

- Minutes and notes from advisory committee meetings and communications.

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- Literature review of best practices in the transition of ABE, ESL, and ASE students who enter postsecondary education.
- Draft of a report on access and barriers to transitioning ABE, ESL, and ASE students into postsecondary as perceived by adult education providers.
- Report documenting transfer data as provided by adult basic education programs.
- Report documenting transfer data as provided by THECB by postsecondary institutions.
- Outline of best practices document as described by adult education providers in Texas.

Definition of Selected Terms

ACCUPLACER: The *ACCUPLACER* is an assessment used to measure academic skills in math, English, and reading. The *ACCUPLACER* is used by academic advisors and counselors to determine students' course selection.

ABE: *Adult Basic Education* (ABE) refers to courses designed primarily for students 16 years of age and older to improve basic skills in reading, writing, and arithmetic. These courses are not intended to be part of a program leading to a high school credential. Adult Basic Education providers serve ABE, Adult Secondary Education (ASE) and English as Second Language (ESL) students. In Texas, ABE services currently fall under the responsibility of the Texas Education Agency (TEA) within the Division of Discretionary Grants, with statewide support contracted out to Texas LEARNS, a component of the Harris County Department of Education.

ASSET: The Assessment of Skills for Successful Entry and Transfer (*ASSET*) is an American College Testing (ACT) assessment that measures basic skills

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such as writing, mathematics, and reading. The *ASSET* is used as a student advising, placement and retention tool.

Breaking Through: The *Breaking Through* initiative is a multi-state endeavor promoting an expanded role for community colleges in helping low-skilled adults gain the skills and credentials that lead to family wage-sustaining careers. Sponsored in part by the Bill and Melinda Gates Foundation, the project is a partnership of Jobs for the Future and the National Council for Workforce Education.

College Readiness: In Texas, *college readiness* is defined as the expectation or demonstrated achievement of students to complete the first year of college without the need for remedial or developmental education (Texas Higher Education Coordinating Board, 2009).

COMPASS: The Computer Adaptive Placement Assessment and Support System (*COMPASS*) is an ACT assessment that measures basic skills in reading, writing, math and ESL skills used to place students in coursework. Referred to as “T-COM” in Texas.

Counseling: The term *counseling* is intended to mean an “individualized approach that includes some mechanism to help students assess their strengths and weaknesses in relationship to the challenges of college” (Zafft, Kallenbach, & Spohn, 2006, p. 9).

ESOL: *English for Speakers of Other Languages* (ESOL) refers to English language skills development coursework for learners who are proficient in one or more languages not including English. The term *English Language*

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Learner (ELL or *English as a Second Language* (ESL) is frequently used to refer to such individuals.

GED: The *General Educational Development* test (GED) is an exam administered by the American Council on Education (ACE). It consists of five areas: mathematics, science, social studies, writing, and interpreting literature. Started by the U.S. Armed Forces and the American Council on Education in 1942, the GED provided veterans who lacked a high school diploma a chance to obtain an equivalent credential (Park, Ernst, & Kim, 2007).

I-BEST: *Innovative Demonstrative Integrated Basic Education and Skills Training* (I-BEST) is a model of integrated instruction that includes college credit coursework with English language and adult basic skills.

P.A.S.S: The *Providing Academic Support to Students* (P.A.S.S) is a community college initiative funded by a grant from the Texas Higher Education Coordinating Board with funds from the Carol D. Perkins Career and Technical Education Act of 2006.

SI: Within the academic context, *supplemental instruction* (SI) refers to academic assistance programs that promote improved academic performance and retention. SI programs target traditionally difficult academic courses, providing regularly scheduled, peer-facilitated sessions that offer students an opportunity to discuss and process course information. All students enrolled in a course are eligible for SI.

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TRIO: TRIO programs refer to the original three programs designed to assist disadvantaged students who are low-income and first generation college students. The programs include *Upward Bound*, *Talent Search* and *Student Support Services*.

Research Questions

Based on an extensive review of the literature and discussions with adult basic education and postsecondary education practitioners, researchers selected the following three questions to guide this study. The three questions relate to practices in transitioning adult basic education students into postsecondary education.

1. What you, as adult education program providers, are doing;
2. What from your current services and activities is working;
3. What evidence do you currently collect to evaluate the effectiveness of the service or activity?

Literature Review

“For every 100 ninth graders in Texas, only 64 will graduate from high school on time, and only 35 will enter college immediately after high school. Only 22 will enroll in their sophomore year in college” (National Center for Public Policy and Higher Education, 2007).

Promising Practices: Texas

The literature indicates that Texas, like the rest of the nation, recognizes the need to improve the way we assist adult students in the transition into college. Much of the current literature addresses the implementation of program models that show promise with local populations and is mostly descriptive in nature.

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Some of the literature looks at specific but critical elements of that transition like assessment and placement of students into college programs. Accurate assessment of college readiness, including reading, writing and mathematics skills, plays a key role in how successful ABE programs will be in placing GED completers appropriately into college courses. In a Texas study comparing scores on the GED reading and mathematics exams to those on the ACT Computer Adaptive Placement and Support System (COMPASS) placement test as a predictor for college readiness, Joost (2009) examined the GED and COMPASS on multiple factors including content, reliability, symmetry, and degree of linkage in an effort to determine whether the GED is similar enough to the COMPASS to show meaningful and useful linkage for predicting college readiness in adult, non-traditionally prepared students who enter college. Joost found that the mathematics and reading tests of GED and COMPASS may be meaningfully linked and recommends further research with larger sample sizes.

Texas agency efforts to address college readiness.

In a specific effort to assure that all students, traditionally prepared and non-traditionally prepared, enter college ready to succeed in college courses, the Texas Success Initiative (TSI) program (initially titled Texas Academic Success Program –TASP), housed at the Texas Higher Education Coordinating Board, was designed to assess students' ability to successfully complete college-level academic courses such as English composition, mathematics, and courses designated as reading intensive. The components of the TSI program include:

- a test that must be taken prior to the student's first semester
- remedial programs designed to prepare students for college courses; and
- academic advising for all students.

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In a more global effort, three state agencies have formed a partnership to address the transition of adult education students into postsecondary education: (a) the Texas Education Agency (TEA), whose main focus is K-12 education programs, (b) the Texas Workforce Commission (TWC), that oversees workforce training and, (c) the Texas Higher Education Coordinating Board, that oversees postsecondary education including the development of adult basic and remedial programs for adult students transitioning into postsecondary education.

The Texas Education Agency's statewide initiatives that address this non-traditionally prepared population include various K-12 school readiness programs for at-risk youth. Two programs are relevant to this study: the College and Career Readiness Initiative and the P-16 Initiative. One initiative addressing the needs of adult learners under the College and Career Readiness Initiatives is the Dropout Recovery Program; this program includes specific grant objectives to identify and recruit students who have dropped out of Texas public secondary schools and provide the educational and social services they need to assist them in earning a high school equivalency and/or demonstrating college readiness. For most programs targeting the adult population, postsecondary readiness includes career and college preparation.

The P-16 Initiative began with the collaboration of TEA, State Board for Educator Certification (SBEC) and THECB in 1998 and was passed into legislation in 2003. P-16 was designed as a direct response to the challenges of *Texas' Closing the Gap Initiative* and seeks to “develop and strengthen partnerships and relationships between public education, higher education, and the civic and business communities” (Texas Education Agency, n.d). P-16 initiatives, under the College and Career Readiness division, describe an integrated system of education starting at preschool (the P) through a four-year college degree (grade 16). The goal of P-16 is to have students enroll in postsecondary education or enter the workforce.

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TWC partners with Adult Basic Education (ABE) providers within local workforce development areas. The partnership is intended to provide services which may include job search assistance, labor market information, and partnerships with ABE and Workforce programs.

THECB's Division of College Readiness Initiatives, housed in the P-16 Initiatives Division, focuses on the successful transition of both traditional age college students and adults into postsecondary education. Adult Education, a relatively new department within THECB, has as its primary objective to align adult basic education and postsecondary education. The Texas College and Career Readiness Standards were developed in 2006 in collaboration between TEA and THECB. The Texas College and Career Readiness Standards were adopted by THECB in order to "pave the way to better alignment between the public and higher education curriculum, thereby allowing students a more seamless transition between high school and college or the workforce" (Parades, 2009). Subject matter experts from K-12 and postsecondary education worked as vertical teams to develop transition standards for the critical content knowledge areas of English/language arts, social sciences, mathematics and science. In addition, the Texas College and Career Readiness Standards contain cross-disciplinary and foundational cognitive skills that parallel the content knowledge (Texas Higher Education Coordinating Board, 2009). Once fully implemented, the Texas College and Career Readiness Standards will allow for alignment between the public and higher education curriculum thus creating a seamless transition between high school and college or the workforce.

A new initiative of the THECB Adult Education and Developmental Education department is the development of Intensive Summer Programs (ISPs) soon to be Intensive Programs (IPs) "promote successful transition and college success for recent GED graduates" (Texas Higher Education Coordinating Board, 2009, p. 5). Successful ISPs target academically

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at-risk students and offer opportunities to develop skills associated with persistence and academic success in postsecondary education. In the summer of 2009, ten adult education programs received funding to provide ISP initiatives integrating college readiness activities into their adult basic education instruction. Currently no data exists for the ISP grantees. The adult education programs with ISP grants included:

- Cleburne ISD (with Hill College)
- Kilgore College
- Midland College
- Texarkana ISD (with Texarkana College)
- Victoria College
- Austin Community College
- Lone Star College System
- Paris Junior College
- Tyler Junior College
- Wharton County Junior College

THECB will provide innovative grant opportunities in the fall of 2009 for adult basic education providers to address transition into postsecondary education through intensive long-term grant funded programs similar to the ISPs in goals and scope.

Other initiatives showing promise in Texas.

The field of Adult Basic Education has begun to address the process of transitions within individual programs. According to the Literacy Links, (2007), practitioners are addressing the transition process to meet local program needs. Articles feature various practitioners describing their local program activity addressing transitions above and beyond the GED. Articles include

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challenges, rewards, and suggestions for helping ABE, ESL and GED students make successful transitions.

Two well publicized large-scale initiatives that target ESL, GED, and college preparation are Project Quality Employment through Skills Training (QUEST), located in San Antonio Texas, and Capital Investing in the Development and Employment of Adults (IDEA) located in Austin Texas. Both programs work in collaboration with local community colleges, certified technical institutes, and local professional organizations in the San Antonio and Austin areas respectively. Both programs are unique because they offer free education and vocational training for candidates, including affective support services, case management and counseling, customized training strategy, promotion of commitment and accountability, support for participants for two-year postsecondary program enrollment, and a goal for participants to obtain jobs with a living wage (Project QUEST, Inc., 2008).

Another state initiative, in collaboration with the federal government, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), is a program funded by the U.S. Department of Education. GEAR UP is a six-year federal initiative designed to increase early college awareness and readiness in traditionally underrepresented groups. Texas GEAR UP is divided into two major strands: statewide initiatives that help achieve GEAR UP goals; and the Student Training for Academic Readiness (STAR) Project, an intensive, multifaceted P-16 intervention in the Coastal Bend area of South Texas in coordination with the Texas A&M University-Corpus Christi Pre-College Outreach Center. Texas GEAR UP addresses multiple aspects of the college awareness process including: advanced academics, educator quality, early information and awareness, and family and community support. Texas GEAR UP partners include College Board, Fathers Active in Communities and Education (FACE), and the National

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Hispanic Institute (NHI). The project is evaluated by the Texas Center for Educational Research (TCER).

Currently, 19 GEAR UP projects across the state serve almost 55,000 students on 170 campuses in 89 districts. GEAR UP projects are administered by the following grantees:

- Texas Education Agency, Austin and Corpus Christi, TX
- Amarillo College, Amarillo, TX
- Baylor University, Waco, TX
- Bryan ISD, Bryan, TX
- El Paso Community College, El Paso, TX
- El Paso ISD, El Paso, TX
- Houston ISD, Houston, TX
- Pasadena ISD, Pasadena, TX
- Region One Education Service Center, Edinburg, TX
- San Antonio ISD, San Antonio, TX
- Spring Branch ISD, Spring Branch, TX
- Stephen F. Austin State University, Nacogdoches, TX
- Sul Ross State University, Alpine, TX
- Texas A&M International University, Laredo, TX (2)
- The University of Texas–Pan American, Edinburg, TX
- The University of Texas at El Paso, El Paso, TX (2)
- The University of Texas at Tyler, Tyler, TX

Many individual programs located in community colleges and certified technical institutes have developed college and workforce readiness initiatives with the primary goal of

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successfully transitioning adult basic education students into postsecondary programs. These individual programs include various components specifically addressing the needs of the local area. Literature shows that there is a need to identify specific programs that outline successful transition models in Texas that assist adult education students to transition into postsecondary education.

Promising Practices: National

To inform this study, researchers examined GED-to-college transition programs in other states, focusing on those with similar demographics to those of Texas. States studied included those with the large populations and high concentrations of non-native English speakers as well as those with established, comprehensive adult basic education programs. The literature reviewed programs that states have developed in response to creating core models that successfully transition adult education students into postsecondary education.

I-BEST: Washington State.

Perhaps the most widely adopted ABE model in the United States, Washington State's *Innovative Demonstrative Integrated Basic Education and Skills Training* (I-BEST) is a model of integrated instruction. The program was developed on the premise that many basic skills (ABE/GED/ESL) students are at a disadvantage not only because they lack academic and college readiness skills, but because they have been sheltered in basic skills classrooms where the instruction is paced to students' needs rather than curriculum goals. In I-BEST, classes integrate college credit coursework with English language and adult basic skills with the goal of simultaneous gains in both literacy and workforce skills. Students who complete these programs may find it easier to enter into a certificate or degree program or finding a living wage employment opportunity. Recently, the I-BEST program was noted by President Barack Obama

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as one initiative that should be encouraged. The government invested \$2.5 billion into community college programs that had a record of success in boosting enrollment and graduation rates.

A strong focus of I-BEST based programs is the redesign of ESOL education. Instruction has moved away from the traditional model of teaching ESOL within the context of family and citizenship and towards English literacy within the context of and alongside workforce education. The underlying premise for this shift is that the gains for students and the economy increase dramatically if the pathway between basic skills and a job is shortened and well-mapped. Because the ESOL component is focused on workforce literacy, however, it is difficult to make conclusions about gains in language skills from this method relative to those measured by the Comprehensive Adult Student Assessment System (CASAS) (Park, Ernst, & Kim, 2007).

Other key elements of the I-BEST model include paired ABE/ESL and workforce instruction, assessment of program and student fit at recruitment, providing intensive instruction and regular student assessment. The initial outcomes of this model are promising. Students are five times more likely to earn college credits than those not enrolled in I-BEST. Moreover, in 2005, 44% of I-BEST ESL students completed workforce training compared to 3% of traditional ESL students (Washington State Board for Community and Technical Colleges, 2005).

General system: Massachusetts.

The Massachusetts Board of Education has been a guiding example of integrated state-wide initiatives to address ABE to “individuals, families, the quality of life in the community, the development of an educated work force, and the state’s economic prosperity” (Massachusetts Coalition for Adult Education, 2006, p. 2). The ABE system infrastructure is extensive and includes: (a) adult curriculum frameworks adapted from the K-12 curriculum, (b) a system for

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Adult Basic Education Support (SABES), (c) voluntary adult teacher licensure with standards similar to K-12 teacher licensure, (d) community planning – integrating ABE and community services, (e) Systems for Managing Applications and Reports through Technology (SMARTT) data management system used by every ABE program, maintaining and updating data on every ABE student, (f) implementation of standardized assessments, and (g) workplace education programs. The goals and objectives of ABE programming in Massachusetts can be grouped into three main objectives: (a) to ensure that adults needing basic education have access to services, (b) to increase system effectiveness and quality by aligning content standards and professional development, and (c) to prepare students for the next steps of either college, further training, work, or community engagement (Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services, 2008).

Massachusetts has focused on workplace education programs through the implementation of *Building Essential Skills Through Training* (BEST) programs and *One-stop Career Centers*, which led to the funding of ten programs that aid with career advancement and the transitioning of ABE students to postsecondary education. Although programs receive full state funding, the average Massachusetts ABE student will find him or herself on a waiting list for services. In 2006, there were a total of 22,236 adults on the waiting list of which 5,678 needed ABE services and 16,558 needed ESOL services (Massachusetts Coalition for Adult Education, 2006, p. 4). Coupled with this are reported low literacy levels of ABE students leading to the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services stating that “the ABE system must shift its focus from the GED as the end goal to ensuring that adult learners can acquire not only the reading, writing, math skills and English language skills but also the communication, technological critical thinking and problem solving skills needed for

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success” (2008, p. 6). As a result of these wait times and the lack of basic skills and the current economic decline and drop in employment rates, Massachusetts has joined forces with other state agencies to focus on ABE transition to community college. The project, called *Bridges to Success*, is seeking to “identify and propose strategies for overcoming institutional barriers to successful transition of ABE students to community college” (Massachusetts Department of Elementary and Secondary Education, 2009, p. 1).

Breaking Through: Multi-state.

The *Breaking Through* initiative promotes an expanded role for community colleges in helping low-skilled adults gain the skills and credentials that lead to family wage-sustaining careers. The goal is to improve postsecondary outcomes for these individuals by focusing on strategies that create more effective pathways through pre-college and degree programs.

Sponsored in part by the Bill and Melinda Gates Foundation, the project is a partnership of Jobs for the Future and the National Council for Workforce Education.

Strategies that link skills and credentials to specific economic outcomes are critical to the persistence of students who are at high risk to stop out, which refers to students leaving programs and returning at a later date. In *Breaking Through* success has been seen in organizing programs around strong partnerships with employers in high-demand occupational fields where career ladders clearly link specific skills to specific jobs. Intensive career counseling and case management is used to help students set career goals and map out an educational plan to meet those goals. Contextualized instruction then allows students to see the connection between skills and a career. Through these partnerships, employers get meaningful help from the college in improving the skills of their workforce. The programs have clearly defined performance

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measures based on the number of students who complete the GED, enter the bridge program, and acquire a credential (Breaking Through report, 2004).

High leverage strategies of the *Breaking Through* model include: (a) integrated institutional structures and supports, (b) accelerated pace of learning, (c) labor market payoffs, and (d) comprehensive individual supports. Following the conclusion of a three-year demonstration initiative, *Breaking Through* found that most institutions excel in one key program area, but struggle in their effort to implement activities across all four elements. In response, the program is establishing peer learning networks that allow improved transfer of lessons learned across institutions. Work also is being scaled up in several states (Colorado, Michigan, and Oregon) in an effort to better document best practices, and more funding is being distributed to an expanded number of community colleges that display innovative and promising practices.

National College Transition Network.

The National College Transition Network (NCTN) is a project of World Education's New England Literacy Resource Center. The New England Literacy Resource Center provides services to members and their college partner in six states. World Education, Inc. is a nonprofit organization founded in 1951 to meet the needs of the educationally disadvantaged around the globe. Technical assistance provided includes:

- planning and designing college transition programs
- developing instructional content and support services
- creating program evaluation tools
- forming partnerships with postsecondary institutions
- developing program guidelines and funding

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- annual national networking conference.

Institutional Factors Affecting Transition Program Success

The national and state literature helping adult basic education students make the transition to postsecondary educational programs notes several key elements that appear to enhance student success: clear and intentional recruitment, responsive advising and counseling, monitoring student persistence, appropriate instructional strategies, and attention to individual college readiness. Programs that address these basic elements provide the best results.

Recruitment.

Student perceptions of postsecondary education and their ability to succeed are significant barriers to participation. Adult educational decisions are highly influenced by peers and family members (Goto, Spitzer, & Sadouk, 2009) with many transition program participants being friends or siblings of former participants. Most GED students, however, are the first in their families to earn a high school credential and have not had the benefit of role models in their immediate circles. Often these individuals are too intimidated to even consider the possibility of enrolling in college (Kamel, 2008) with many believing that the time commitment, life challenge, expense, and academic difficulty of college means that it simply is not a real option for them. For these reasons, some administrators argue that they need to recruit four times as many students as those who eventually enroll (U.S. Department of Education, 2007).

Beyond needing to convince potential students of the benefits of postsecondary education, transition program administrators also spend a significant amount of time responding to misconceptions students may have about college. For instance, many students believe that a GED is insufficient for college admission (From a GED Credential to College: The Next Step Transition Program, 2008). For low-income students in particular, awareness of the availability

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of financial aid plays an important role in the decision whether or not to attend. Emphasizing this point, *Excelencia in Education* points to the influence of the high cost of college tuition (college costs before financial aid) in Latino students' decision-making process, suggesting a potential need for clear messages during recruitment on realistic out-of-pocket college costs (Dounay, 2008).

Recruitment strategies at existing transition programs range from the traditional to current methods. Traditional recruitment referrals have been in place for a long time and are widely accepted, but may not be compatible with current situations such as recruiting online via web pages. For career-oriented programs such as I-BEST, community-based organizations and workforce agencies often serve as key partners and points of referral. Public service announcements for radio have been shown to be effective both for their high response yield and cost effectiveness. Direct mail to welfare and Temporary Assistance for Needy Families (TANF) recipients is used to promote the availability of offerings and many institutions advertise on Craigslist and maintain websites dedicated to potential students (Bragg et al, 2007). In high-concentration ELL communities print material developed in Spanish can help convince potential students of an institution's friendliness to their unique learning needs. At least a few programs have also found word-of-mouth advertising to be their most effective outreach mechanism. One such example is found at Bellingham Technical College (Bellingham, Washington).

Administrators at Bellingham Technical College developed posters featuring current and former students from target communities and placed them at churches, shelters, and community centers so prospective students could see that others like them had been successful. Enrollment rose almost 30% in one year, a substantial portion of which the program attributes to improved recruitment strategies (Goto, Spitzer, & Sadouk, 2009).

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Under the I-BEST model, program administrators focus on assessing program fitness and student readiness during recruitment. The screening process for applicants includes a comprehensive orientation that sets clear student expectations for the time commitment and potential costs, screening questions to determine students' motivation and commitment, and multiple options for assessing career goals or referring students to career counselors.

Advising and counseling.

Like other student services that do not directly generate enrollments, “guidance and counseling have been relatively peripheral to community colleges” (Grubb, 2001, p. 5). The presence, however, of a professional who supports and guides low-skilled adult learners has been shown by numerous studies to contribute positively to the success and retention of vulnerable student populations (Strawn, 2007). This element is particularly essential to low-skilled adults who have multiple life barriers to academic success and may require support services such as assistance with child care, transportation, and budgeting in order to prevent stopping out of a program. Successful programs, such as the *Breaking Through* program at Mott Community College (Flint, Michigan) frequently integrate ABE, developmental education, and vocational programs so that students are able to find the right service no matter where they enter the system.

In addition to being aware of community-based opportunities for assistance, counselors also must maintain regular contact with students and be able to provide emotional support throughout the transition (Goodall, 2009). It should not be forgotten that inherent to the notion of transition is the reality that, in order to change, one must leave something behind. It is during this period that students are most likely to experience self doubt, become discouraged when something doesn't work, or question their decision to change (Hewett, 2008). Counselors can assist students to manage the transition by acknowledging this process and showing

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understanding. This element is taken seriously by the New England ABE-to-College Project managers who have found that students “don’t just need to acquire skills; they need to believe that they can achieve” (Wilson, 2006, p. 25).

In the *Breaking Through* program at Portland Community College (Portland, Oregon) staff members and peer mentors provide intensive and intrusive advising to move students from remedial/developmental courses into credit coursework. This effort includes mandatory advising meetings, tutoring, and various wrap-around support services. In an effort to improve career advising, the program also collaborates with the Seattle Jobs Initiative to develop an advisor training package, the result of which has been featured nationally at community college professional development meetings (Bragg & Barnett, 2009).

Another recent practice showing some promise is the extended use of peer mentors in transition programs. This approach is low-cost but still requires the involvement of staff members to set up and monitor activity (U.S. Department of Education, 2007). At Bronx Community College the *Future Now* program assigns new students to peer mentors (program graduates) who have completed at least one semester of college coursework. These mentors keep in touch with students via telephone, email, and regular meetings to assist with completion of financial aid and college admissions paperwork, aid with navigation through the registration process, and help students pay attention to important assignments and due dates. They also provide reports of unique student circumstances to program staff, who may be able to advocate for the student within the institution or assist with connecting the affected students with appropriate support services. The program deems this level of involvement crucial to student success, as students strive to overcome the stigma associated with pursuing a GED and the

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myriad challenges that often confront adults from low-income backgrounds who wish to transition to postsecondary education (Ramirez, 2009).

Student persistence.

The longer it takes an adult to complete a program, the less likely it is that they will progress from one level to the next. According to literature, only three out of ten students who are referred to remedial/developmental coursework actually complete the entire course sequence (Bailey, Jeong, & Cho, 2008). Studies also show that most of these students do not complete the sequence because of failure in any given course, but because they simply did not enroll in the first or subsequent courses. By accelerating the pace of learning, fewer potential exit points are available to students (U.S. Department of Education, 2007; Bailey, Jeong, & Cho, 2008).

In both I-BEST and *Breaking Through*, programs use techniques such as frequent diagnostic testing, intensive mini-courses in key skills, and a combination of cohort-based and individualized instruction to enable students to move rapidly from basic skills to GED-qualifying skills to college-readiness skills. Early and frequent opportunities for students to see success also strengthens persistence. One institution that has seen success with this approach is the Community College of Denver where students take two courses in the time they would normally spend in one. This eliminates the redundancy that normally occurs between courses and allows students to become fully immersed in a subject, accelerating the pace at which they can move forward. The model proved so successful that it is now being implemented at community colleges across Colorado. Administrators note the professional development of instructional staff as a key element of these programs (*Breaking Through Report*, 2004).

In another study focused on student persistence, Comings (2003) found that adult students need supports in order to persist. The study included interviews of adult students in

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phase one and a program action research study in phase two. Adult student respondents most often mentioned supports that fell into four categories; (1) goal orientation, where clearly defined goals for participation may help adult students persist; (2) personal relationships, where adult students identified people who could support their persistence family members, friends and colleagues; (3) teachers and other students, where personal relationships within the classroom were important to persistence; and (4) self-efficacy, where students said that their own determination and believing they can achieve their goals was important to persistence. The programs in the action research portion of the study identified persistence strategies in four different categories: information gathering, instructional improvements, operational changes and support services (Comings, Parrella, & Soricone, 2000).

Student persistence is a critical element to student success. David Joost describes persistence as follows: “Adult education students clearly are limited in their time, energy and resources. In spite of the best efforts of even the best teachers, real life circumstances may conspire and force them to leave and return many times before completing their educational goals. Persistence may be in spurts, rather than continuous.” (Joost, 2007).

Instructional strategies.

Many postsecondary educators make a distinction between rote memorization and meaningful learning. While the former may get a student through a high school-level exam, they often arrive in postsecondary education surprised to find that it is insufficient. Thus, it is important that students be taught *how* to learn so that they may properly understand the material (McGuire, 2006). Unfortunately, drill-and-practice approaches continue to be the dominant mode of instruction in remedial and adult basic education, leaving institutions in a difficult position once those students move into college credit coursework. This method may present further

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drawbacks for GED students as it likely represents the type of instruction to which they were exposed in high school and may have contributed to the reasons they initially dropped out (Levin & Calcagno, 2008).

For many nontraditional learners, in order to succeed, they first need to adjust their habits and self-concept to “being a student” (Hewett, 2008). College success courses provide participants with information about available services at the college and offer techniques to improve study habits, time management, and other personal skills necessary to be successful in postsecondary education. Some experts contend that helping students master these non-academic skills is just as important as helping them meet the academic Texas College and Career Readiness Standards. Furthermore, research has shown that community college students who participated in these courses were more likely to complete a credential (Zeidenberg, Jenkins, & Calcagno, 2007). If such courses are not included as a mandatory part of a program, however, students may be reluctant to enroll due to the additional cost in money and time (O’Gara, Karp, & Hughes, 2009).

Unique to the I-BEST model is the idea of pairing ABE and vocational instructors. Two instructors are present in each classroom, allowing basic skills to be customized to a given workforce program. For example, if a student is having difficulty understanding technical material because of problems with English, a basic skills instructor can provide immediate help. This approach also accelerates the rate at which student progress from basic skills into college-level courses (Jenkins, Zeidenberg, & Kienzl, 2009). Some administrators trying to replicate the I-BEST model have reported difficulty reconciling the need to have two instructors in the classroom with restrictive funding formulas. This is an important limitation that requires coordination and support from the top levels of college administration. Some also argue whether

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ABE/ESL teachers and vocational teachers might have competing goals of instruction (U.S. Department of Education, 2007).

Individual college readiness.

Higher order cognitive skills, such as critical thinking, problem solving, and intellectual curiosity generally are considered necessary for success in postsecondary education. Activities designed to encourage these skills frequently are found in programs developed for the academically gifted, but often are absent in remedial education where it is assumed that basic skill instruction should stand alone (Levin & Calcagno, 2008). Some educators, however, have challenged this notion and assert that instruction in higher order thinking can benefit all types of students. For example, recent data has shown that placing low-achieving high school students in dual-credit college courses has significant payoffs. Advocates of these programs say that students tend to respond well when presented with a challenge, and that the structure prepares students for the academic and cultural shift that causes many to avoid higher education (Killough, 2009).

There is little research to indicate what pre-college programs are doing to assist students in learning key cognitive and foundational skills. A few anecdotal reports, however, show promise in this area. At Cape Cod Community College (West Barnstable, Massachusetts), inquiry-based learning begins at transition program orientation. Instead of the traditional campus tour where experts lead the students, program facilitators lead a brainstorming session where students create a list of college-related concerns, questions, and opportunities they would like to know more about. These issues are then clustered and student teams are assigned the task of becoming an “expert” in an area. Teams conduct research using print and Web materials, visit facilities and meet personnel, and eventually lead a tour for the other students explaining what

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they learned. This model builds a sense of camaraderie among students, but also lays a foundation for the research, teamwork, and presentation skills they will need in college and later in life (Van Kirk, 2008).

In LaGuardia Community College's GED Bridge Program, located in Long Island City, New York, the curriculum and program structures have been developed to prepare students simultaneously for the GED, college and careers, providing a unique way to approach teaching key skills that extend beyond the classroom. A sample homework assignment might have a student interview a professional in their chosen field. This encourages general note-taking skills and intellectual curiosity, promotes GED success through practice writing with specific examples, encourages students to explore the process of critical reading and writing they will use in college courses, and activates the investigative and social skills that will be required of them as a professional. Similarly, resume creation activity forces students to use critical analysis skills regarding what should be included and how it should be presented and also promotes computer literacy. To date, LaGuardia's contextual approach has resulted in a 60% GED pass rate and 57% transition into postsecondary education (CUNY Newswire, 2009).

Summary of Literature Review

This literature review offers an overview of the following: current practices and programs in the state of Texas, current programs in other states, and general institutional practices associated with successful transition programs. In Texas, three state agencies are currently collaborating to deliver services to facilitate the successful transition of adult basic education students to postsecondary programs. Available literature on state-level transition programs shows meager documentation of the impact these programs have on student transition. At the National level, the literature indicates that many programs address this population. The I-BEST model

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was identified as an appropriate model that meets the needs of adult basic education students and is suitable for replication. The national literature identifies numerous factors supporting the success of transition programs including: recruitment, advising and counseling, student persistence, and institutional individual college readiness strategies. The program elements identified in the national literature provide the transition researchers guidance in drawing conclusions and making recommendations to the funder about what program elements work in facilitating the successful transition of ABE students into postsecondary programs.

Methodology

This study used mixed-methods research that employed a summit questionnaire as a focus group instrument, an online survey, and site visit observation instruments as primary data gathering strategies. Mixed method research allows for triangulation of data sources and allows researchers to find where data from various sources converge (Creswell, 2003 & 2009; Patton, 2002; Rossman & Rallis, 2003).

Research Design

The Building Bridges to Success: Strengthening Postsecondary Transition for Students in Adult Education Summit was held on May 18, 2009 at the Round Rock Higher Education Center in Round Rock, Texas. The summit was planned to bring together key adult education stakeholders to identify best practices and share ideas for transitioning adult education students into postsecondary programs. All adult education providers in the state, including those at education service centers (ESCs), independent school districts (ISDs), community based organizations (CBOs) and community colleges were invited to participate. The summit was facilitated as a series of focus group activities to collect information about what services and

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programming adult education providers are currently offering to expedite the transition of adult basic education students into postsecondary programs.

Following an analysis of the qualitative summit data, researchers then developed an electronic survey. The survey, which was divided into three sections: (1) organizational support, (2) individual readiness and (3) program elements focused on transitioning adult education students into postsecondary education, was sent to adult education providers statewide. Consistent with the literature recommendations on research methodology, this study used qualitative data from the summit, the survey, and site visits to elaborate on and amplify findings from the quantitative results (Punch, 2009; Creswell, 2009).

The summit and survey were followed by site visits to two community college transition programs for the purpose of observing practices at the local program level. The site visit observation tool developed by researchers was informed by the findings from the summit and survey. Based on results from summit and survey data, researchers determined a need to probe further into the data that programs collect regarding the impact of their services. As a result, an additional category, *data collection*, was included in the site visit instrument.

Instruments

Research instruments for collecting data for this study included (a) the summit questionnaire, (b) the survey, and (c) the site visit interview guide. For samples of the instruments, see Appendices A, B, and C respectively. In developing the summit observation instrument, the intent was to gain a basic understanding of participant perceptions about what is offered and what works. Researchers drafted the focus group instrument with input and feedback from a small group of adult education practitioners who comprised the transition working group.

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For development of the survey questions, the intent was to establish a firm picture of what services programs offer, complete with supporting details.

Both the quantitative and the qualitative items were pilot tested with a sample of nine adult education practitioners. Information from the pilot test resulted in format and content adjustments to the survey. Post-pilot changes to the questions in the survey improved clarity and understanding of questions and instructions. The site visit observation instrument was developed by researchers and was based on insight gathered from both the summit and survey data. The intent of the site visits was to see specific elements of the transition programs in full implementation.

Participants

The research participants for this study were adult education providers (AEPs) funded by state and federal funding regulated through the Texas Education Agency (TEA). The federal funding is part of the Workforce Investment Act (WIA) of 1998. The purpose of the WIA is to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States. Providers include community colleges, school districts (ISDs), education service centers (ESCs), and community based organizations, (CBOs) from all over the state of Texas.

Fifty-two ($N=52$) adult education program providers participated in the summit: 16 participants ($n=16$) representing ISDs and ESCs, 16 participants from community colleges ($n=16$), and from COBs. Although 20 participants representing State leadership ($n=20$), including Texas LEARNS (11), the Texas Center for Adult Literacy and Learning (TCALL) (1), the Texas Family Literacy Resources Center (TFLRC) (1), Texas Adult Education Credential Project (1), the Getting Results Educating Adult in Texas (GREAT) Centers (5) and the Texas

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Higher Education Coordinating Board (THECB) (1) attended and participated, the data from this group was not integrated into the summit findings because the study sought input from participants engaged in direct service delivery. These leadership data informed the background to the State literature review. The electronic survey was distributed to 65 respondents via email. Of these, 37% ($n=24$) completed the survey, and 25% ($n=15$) opened, but did not complete the survey.

Researchers chose several institutions as potential sites, but ultimately chose Austin Community College and Del Mar College for two reasons: (1) The DMC site offered access to an emerging transition program centered primarily in the adult education program, while the ACC site offered an opportunity to see a more mature, campus-wide program and (2) because both sites could schedule the visits within the last two weeks of August, the time frame that met our needs. Both sites offered unique opportunities for access to high quality case study level data because of the relationships between researchers and site program staff (Creswell, 2009). Participants for the site visits were adult education program staff from two community colleges. At the Del Mar site, researchers met with the Adult Education Program Director, the Transition Liaison and the Developmental Education Liaison. At ACC, researchers met with the Adult Education Program Director, Adult Education Student Transition Success Supervisor, Adult Education Program Student Advisor and a math teacher.

Data Collection Procedures

Data were collected over a four-month period from May through August. The information gathered from the summit, the survey and two site visits allowed for triangulation data and, therefore, rendered the results more reliable.

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Summit. The Building Bridges to Success: Strengthening Postsecondary Transition for Students in Adult Education summit brought together key stakeholders representing statewide adult education providers. The participants identified best practices and shared ideas on how to assist ABE, ESL, and ASE students to successfully make the transition into postsecondary education. Participants were divided into groups by type of providers (community colleges; independent school districts, education service centers, and community based organizations). Individuals completed written questionnaires which were followed by small group discussions and later by focus group discussions. Focus group discussions were synthesized into a PowerPoint presentation in a formatted template provided by researchers. Data from the summit included video recordings, audio recordings, PowerPoint presentations, individual questionnaires and print documents. See Appendix A for summit focus group questions.

Survey. Researchers consulted with Texas State University faculty on strategies for data collection and on research instruments; mrInterview™ survey software was selected as the appropriate platform for the electronic survey. The mrInterview™ platform allows the developer to incorporate the security, access, and permissions needed to meet the Institutional Review Board (IRB) guidelines. The survey consisted of ten questions, both quantitative and qualitative, of which seven were clustered items requiring a selected response, and three were open-ended items. The survey was divided into three sections: (1) organizational support, which focused on the types of pre-transitions supports such as process or systemic supports, affective and cognitive supports offered by the organization/institution; (2) individual readiness, which focused on the college readiness supports offered by the organization/institution such as academic readiness, personal readiness and cognitive readiness; and (3) program elements, which focused on the administrative functions and programmatic elements such as staff development, data collection

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and research, collaborations and program evaluation. The three categories were synthesized from the observations and recommendations collected during the summit. See Appendix B for survey sample.

Site visits. Based on opportunity sampling, summit participation, and the results of survey data, two sites were selected for site visits: Del Mar College in Corpus Christi, Texas, and Austin Community College in Austin, Texas. Data collection methods were interviews and observations. Products included observation forms, interview notes and artifacts provided by the two programs. Appendix C shows the observation tool for the site visits.

Data Analysis

In general, the data gathered for this descriptive study were intended to offer a snapshot of current practices in the area of transition to postsecondary education. Because the nature of the research was general and because the literature about what works in transition programs is scant, the plentiful and detailed qualitative data served as foreground for the more limited quantitative background.

The qualitative data from the summit focus groups, the qualitative survey responses, and the site visit observation and interviews were analyzed following standard procedures recommended by Creswell (2007) and Grbich (2007). Generally the data analysis followed the pattern of reading data, making notes or memos on the contents, coding for common themes, and collapsing themes into manageable trends.

The data analysis of responses to quantitative items on the survey used a simple frequency count that was then converted to percentages as recommended by Creswell (2009). The results were displayed as graphs and tables and are included as appendices in this report.

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Results

Summit Results

The summit data provided an initial synthesis of participants' experiences, programs, and services for adult students who are transitioning to postsecondary education. The data collection instrument focused on three specific areas: (a) current transition efforts, (b) evidence of effectiveness of current components, and (c) recommendations for future and required transition practices.

Current transition efforts.

During the summit, participants produced a combined list of current transition efforts that they considered successful. The following list of transition efforts, summarized from the original data, was identified by participants as services and programs offered by the institutions or organizations. Participants identified the following four clusters, with bulleted examples of specific responses, of services they provide:

Introduction to the culture of college

- college student advisors for the GED students
- a day in the life of a college student in which students shadow a college student
- college visits that include tours of college campuses

Information about the logistics of applying to and registering in college

- general financial aid information and/or referral to financial aid advice
- registration information

Counseling and mentoring related to college

- goal setting
- counseling and guidance from professional counselors

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- career interest surveys for students to identify areas of strength and interest
- GED graduates as peers and mentors

Introduction to college level skills and knowledge

- college professors to teach GED students
- intensive courses in core content such as reading, writing and math
- intensive computer literacy

Summit participants identified the following clusters of program components, with bulleted examples of specific responses, as being effective in transitioning students to postsecondary education:

Introduction to the culture of college

- college tours and exploration

Information about the logistics of applying to and registering in college

- advisors

Counseling and mentoring related to college entry

- general culture of caring

Introduction to college level skills and knowledge

- intensive curriculum in core content in reading, writing and math
- academic readiness programs

Evidence of effectiveness.

Participants provided the following as evidence in response to the prompt requesting evidence of effectiveness to the above mentioned clusters of components, with bulleted examples of specific responses, of program success:

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Test scores

- pre- and post-tests on the ASSET, TCOM and ACCUPLACER

Course performance

- success rates in intensive programs [increased] by 10-15%

Retention and graduation

- student retention rates within programs
- accelerated graduation rates

Student reports

- qualitative feedback from students

Although participants identified these practices as effective, the overall sentiment was that even though GED graduation rates are an indication for success, students are not prepared to transition smoothly to college credit courses and many require developmental education in order to transition successfully to postsecondary education. One participant said, “Our students are mostly always going into developmental ed, at least for math. That is my experience, but anyway, we need to find a way to better improve that.”

Recommendations for future and required transition practices.

The summit concluded with a report from the groups outlining recommendations for improving transition services within the state of Texas. Clustered areas, with bulleted examples of specific responses, identified for further examination and development included:

Introduction to the culture of college

- demystifying and developing the college-going culture

Information about the logistics of applying to and registering in college

- advising, retention specialist, and recruiter

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- financial aid for postsecondary education
- tuition-free developmental education courses

Issues and concerns related to transition programs.

Summit qualitative data also addressed concerns or problems participants had related to developing and administering programs for AE students transitioning to postsecondary. The following quotes from the final focus group presentations to the summit elaborate the general concerns.

Regarding mathematics, one participant commented:

Participant 1: Fix math! . . . Yeah, we all know as our GED students finish at a certain level of math. To be successful in college or the TSI requirements, they need another level of math and there's a huge, huge gap. It's like a canyon in there.

Another participant expressed concerns related to writing:

Participant 2: One of the things we need to look at is not just math, but also for writing. A lot of the students are just barely passing the writing section, are not successful in their English comp.... Aligning of competencies of ABE to college readiness and testing competencies.

Participants recommended aligning the curriculum and testing, and two participants summarized the general feeling of the summit attendants on that alignment:

Participant 3: It's aligning the curriculum and testing so that when the students are in our classrooms they can do better on those assessments so it's kinda reaching those GED plus programs and whatever else is out there to improve our test scores for our GED students.

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Participant 4: And of course, creating some sort of a website maybe with a variety of handouts that we can all access on the *how to's* with the pipeline, with a flowchart, where the students can follow with what the next steps are within the process because they get lost so much, they'll drop out before they even make it to the advisor or before they make it into the classroom, so we need to keep better contact with them and if a piece of paper will help them, then that's just another step.

Participant 5: Minimizing the drop-out in any of the process within the pipeline, within our classrooms so that by supporting us with advisors, counselors, different retention type of specialists so that again, we cannot lose our students along the way.

Survey Results

The survey instruments consisted of ten questions, both quantitative and qualitative, of which seven were clustered items requiring a selected response and three were open-ended items. The survey was divided into three sections: (1) organizational support, which focused on the types of pre-transitions supports such as process or systemic supports, affective and cognitive supports offered by the organization/institution; (2) individual readiness, which focused on the college readiness supports offered by the organization/institution such as academic readiness, personal readiness and cognitive readiness; and (3) program elements which focused on the administrative functions and programmatic elements such as staff development, data collection and research, collaborations and program evaluation. Participants were able to respond to up to four options for each question. See Appendix D for survey results.

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Section I: Organizational support.

This section focused on current types of pre-transition supports offered by the organization/institution. Under the process support services, areas specifically addressed included admissions, financial aid, scholarships, academic advising (course selection and registration), campus tours and visits, guest speakers from postsecondary entities, peer mentors, selection of postsecondary programs, selection of career options and other pre-transition supports offered by the organization/institution. Questions 1A-1H related to process support services, questions 2A-2D related to affective supports services, questions 3A-3C related to cognitive support services provided by the organization/institution and question 4 was a general overall opened-ended qualitative item asking participants to describe the most effective pre-transition organizational/institutional support service(s) offered by their program.

Question 1. Quantitative data show that of the 24 respondents, 62.5% (15) provide *information on* pre-transition process support services, 24.5% (6) reported that they provide *instruction on* pre-transition process support services, 37.5% (9) stated they *provide directly* pre-transition process support services at their organization/institution. Finally, 14.1% (4) stated that the listed categories in question 1 were not applicable to their organization/institution.

Respondents who indicated that they directly provide services were prompted through the instrument to elaborate on these pre-transition process supports.

Analysis of the qualitative data reveals that most services are provided by support staff, including transition liaison, adult education (AE) advisors, counselors, academic advisors, mentors, teachers/instructors, recruiters, financial aid advisors, recruitment officers, and college counselors. They also provide support services through campus representatives, librarians, advisory board members, college admissions officers, visiting speakers, department chairs, small

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business representatives, and peer mentors. Services include student success seminar class (SSC), campus tours and presentations from GED graduates. Researchers concluded that, although all the participating programs staffed by personnel with various titles and roles, they ultimately offer the same services. One respondent encapsulated the qualitative response to question 1.

Students are given a physical tour of the college facility to identify the location of various resources: advising, counseling, student activities, tutoring, technology labs, child care, and the assessment center. The ... Public Library.... College Branch is located in the Building and contains informational resources for both college students and community members. A librarian provides a tour of the library and explains how to utilize available resources for research including books, online information databases, wireless internet and more to ensure student success.

Transitions services vary depending on individual institution and individual personnel providing the service. The majority of respondents identified a “culture of caring” as their primary organizational/institutional support.

Question 2. Quantitative data shows that of the 24 respondents, 51.1% (14) provide *information on* pre-transition affective support services, 24% (6) reported that they provide *instruction on* pre-transition affective support services, 48% (10) stated they *provide directly* pre-transition affective support services at their organization/institution. Finally, 15.6% (3) stated that the listed categories in question 2 were not applicable to their organization/institution. Respondents who indicated that they directly provide services were prompted through the instrument to elaborate on these pre-transition affective supports. Statistical data shows that more

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of the survey respondents directly provide motivation and support as a form of affective support services with a positive response of 75% ($n=18$).

Additional affective services identified were: (a) academic guidance/counseling, (b) personal guidance/counseling, (c) motivation/support, and (d) mentoring/coaching. Although the survey items specifically identified the roles of affective service personnel, respondents freely interchanged titles for each affective service provider resulting in a similar list to that of organizational/institutional support staff identified in question 1. One participant wrote:

Through activities in the Success Seminar Class (SSC), visiting speakers, and campus tours, students learn how various college resources provide support and the personal benefits of utilizing these services. Representative speakers from advising, student activities, and counseling provide presentations and question and answer periods to explain the services provided within these departments. Our advising department provides an array of services including financial aid, degree planning, and transfer information. The counseling department supports student learning through the following services: career counseling, personal counseling, academic counseling, disability services, and the assistive technology lab.

The following clusters of initiatives, with bulleted examples of specific responses, highlight what respondents suggested were key program components in their affective support services:

Counseling and mentoring related to college

- student goal setting
- encouragement and empowerment. One participant wrote, “The counseling department supports student learning through the following services: career

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counseling, personal counseling, academic counseling, disability services, and the assistive technology lab.”

- case management activities
- personal connections made regularly with students whose goal is to pursue postsecondary education
- career counseling
- the encouraging message of *yes you can* from adult education staff specially working with students transitioning
- encouragement while enrolled “Students report feeling supported and welcomed until they feel that they can leave the nest”

Information about the logistics of applying to and registering in college

- student orientations
- teaching and support staff specifically addressing transitions logistics

Introduction to college level skills and knowledge

- Intensive Summer Programs (ISP)
- test taking strategies for both course exams and standardized exams
- Success Seminar Class (SSC)
- college level instructional materials used to introduce students to college texts.

One responder replied:

Every teacher and every support person in the department works in a concerted effort to "talk college" at every opportunity. Through large doses of encouragement and through the increased rigor of academics, we have developed ways of convincing students that they can handle college level materials. We have

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added college level text books so that every student is exposed to them. Teachers use these materials with all ESL levels starting with the ABE Intermediate level. Students report feeling special and important that these 'college level' instructional materials are available to them and that teachers use these in classroom instruction. The impact on improved self-efficacy is seen everywhere. When students hear from other students about their successes, the college-going culture takes on a life of its own.

From the qualitative data, the reoccurring statements were that instructional staff and mentors are the key guiding element of all affective support services.

- All instructors are hired knowing that motivation, coaching, and support are as much a part of their job as teaching academics.
- “Mentors are to be viewed as professional friends who offer their mentees role modeling, friendship, counseling, acceptance, coaching, and sponsorship.”

Question 3. Quantitative data show that of the 24 respondents, 43% (11) provided *information on* pre-transition cognitive support services, 39% (8) reported that they provide *instruction on* pre-transition cognitive support services, 52.8% (12) stated they *provide directly* pre-transition cognitive support services at their organization/institution. Finally, 11.1% (4) stated that the listed categories in question 3 were not applicable to their organization/institution. Respondents who indicated that they directly provide services were prompted through the instrument to elaborate on these pre-transition cognitive supports.

Cognitive support services that consistently appeared in the reports included test preparation, tutoring, learning-to-learn skills addressing college readiness, and academic strategies. The responses showed an average of 43.1% (11) provided *information on*

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about pre-transition cognitive support services at their organizations/institutions, while an average of 38.9% (8) indicated that they provide *instruction on* such services.

Respondents who indicated they *provide directly* pre-transition cognitive services, an average of 52.8% (12) gave positive responses. Analysis of qualitative data related to pre-transition cognitive support services revealed that although technologies, materials, and theories of good intention by current programs are in place, the data suggests that this service is predominately student initiated. Several responses stood out in the written qualitative data to illustrate this finding, “This [pre-transition cognitive support] is offered in a limited way, and is probably the weakest link in our post-GED or pre-transition program. It is offered more via reading than instruction accompanied with guided practice.”

Another participant wrote:

The program relies heavily on technology to facilitate all aspects of student engagement. The vast array of software tools available for analysis, design, planning, problem-solving and making presentations enable students to do sophisticated and complex tasks. Students can link out to learning aids such as video clips and animations to improve their understanding of key concepts. In addition, they have access to unlimited tutorial exercises correlated to the textbooks; personalized study plans to diagnose areas for continued mastery; and the ability to use the College community tools, such as discussion boards or whiteboard chat sessions, to communicate with fellow students and instructors.

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Written responses from the qualitative section of the survey also revealed that different programs offer the following clusters of pre-transition cognitive support services, with bulleted examples of specific responses,:

Information about the logistics of applying to and registering in college

- orientations to college

Counseling and mentoring related to college

- Student Support Specialist (SSS)

Introduction to college level skills and knowledge

- advanced Mathematics – 3 hour class by a Ph.D. professor
- Accuplacer preparation software for assessing college-level basic skills
- remediation classes specially in core content: reading/writing/math
- college preparation academy that addresses test preparation for enrollment
- Language Arts Success Course
- ESOL course for TOEFL preparation
- Aztec Software is used for GED preparation: reading, language arts: writing, social studies, science, math,
- GED Plus model
- college ready instruction / direct instruction / distance learning
- learning labs
- specific tutoring through library services offered on campus
- general tutoring center

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- “Aggressive and wide-spread tutoring in all three [reading, writing and math] areas of academic concentration. We encourage and instruct our student's technology needs in our computer lab [addressing various student levels]”
- Success Seminar Class (SSC) where students are taught skills that help them to succeed
- higher level critical thinking exercises

In question 3D, respondents further responded to the prompt “Tell us more about other pre-transition cognitive (learning that focuses on mental processes) support services that your program provides which were not previously listed in question 3.” Results show that 54.2% ($n=13$) of respondents had either no response or nothing new to add to information already provided by previous question prompts. An example of a common response can be summarized by one respondent regarding this statistic, “We are very lacking in this area.”

Question 4. This opened-ended qualitative item asked respondents to describe the most effective pre-transition organizational/institutional support services their program offers. Respondents were asked to elaborate and/or identify any elements not addressed. Significant areas identified from the data included Intensive Summer Programs (ISPs), collaborations and partnerships with community colleges, and the importance of support services.

The following two responses summarize the general feeling of the respondents, “Students who attend adult education classes on campus seem to make an easy transition into college,” and secondly:

The AE Advisors are critical in providing a pathway to the college as well as a helping hand. They are committed to being there for our students and really want

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them to succeed . . . The most important thing is that you have a message, believe in the message and deliver what you say you will deliver. Students know when you are just giving lip service.

The recurring motivational approach to cognitive development showed that institutions offer encouragement, counseling, and provide a positive academic experience.

Section II: Individual readiness.

This section focused on the individual college readiness supports offered by the organization/institution. The survey listed specific areas using the Texas College and Career Readiness Standards to determine what each program is doing to support individual readiness for transitioning students. Areas from Texas College and Career Readiness Standards specifically addressed included: (1) academic readiness, (2) personal readiness, and (3) cognitive (learning that focuses on mental processes) readiness. Questions 5A-5C related to academic preparation services, questions 6A-6G related to personal readiness preparation services, questions 7A-7C related to cognitive readiness preparation services provided by the organization/institution, and question 8 was a general opened-ended qualitative item asking respondents to describe the most effective college readiness support service(s) their programs offer(s).

Question 5. Quantitative data show that of the 24 respondents, 50% (12) provided *information on* academic preparation services, 57% (12) reported that they provide *instruction on* academic preparation services. Finally, 12.5% (5) stated that the listed categories in question 5 were not applicable to their organization/institution. Respondents who indicated that they *provide directly* were prompted through the instrument to elaborate on these academic preparation services.

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Qualitative responses captured information on how different programs provided for individual student readiness. The following list of clustered responses, with bulleted examples of specific responses, shows the common services identified by respondents:

Introduction to the culture of college

- special college preparation programs designed to address college-going culture

Counseling and mentoring related to college

- Myers-Briggs Inventory
- guided imagery counseling sessions for retention, anxiety, and information recall
- career interests inventories to identify student's areas of interest and strength

Introduction to college level skills and knowledge

- textbooks for college freshman / *Steck-Vaughn* transition textbooks for math and writing used in classroom instruction
- Intensive Summer Programs (ISP)
- bridge programs
- instructor-created resources to help students transition to college
- Success Seminar Class (SSC)
- computer software and technologies for career awareness and assessment
- instructors to provide tutoring

One respondent indicated that that they had "...not much to say. Tests are a part of life for students" when responding to a prompt regarding personal readiness of the student in relation to test preparation services provided by their program.

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Findings from the qualitative section of the survey consistently revealed that few instructional strategies are in place to address academic readiness of the transitions student in most of the programs.

Also, in survey item 5D, an opened-ended qualitative item asked respondents to describe additional information regarding any other academic readiness preparation services that their programs offered. Responses indicated that 54.2% ($n=13$) had nothing further to add to this section on personal student readiness and preparation while qualitative data revealed a trend of using textbooks, independent teacher resources, and counseling and guidance services.

Question 6. Quantitative data show that of the 24 respondents, 56% (13) provided *information about* resources for personal readiness preparation services, 43% (10) reported that they provide *instruction on* personal readiness preparation services. Finally, 23.2% (6) stated that the listed categories in question 6 were not applicable to their organization/institution. Respondents who indicated that they *provide directly* services were prompted through the instrument to elaborate on these personal readiness preparation services.

Qualitative responses revealed a common trend that suggests that personal readiness services are being provided during orientation and direct teacher instruction. A common example of the respondents' response stated that, "We begin teaching students about time management during new student orientations. Teachers follow up by covering time management skills in the classroom." The same trend was recurrent not only in relation to time management, but also relative to personal readiness skills of goal setting, motivation, and personal student finance.

Survey question items 6E-G addressed supplemental services such as child care, transportation, and the balance of work-life. The responses indicated that 23.6% (6) of programs provide supplemental services instruction, whereas the responses to the other survey items in this

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category 57.3% (17) do not provide them. The supplemental service survey items returned information that included “workforce childcare assistance,” a “child watch service,” but respondents also revealed a common feeling that while there was “some childcare available, this is an area of need.” Qualitative data responses to what other supplemental personal readiness services related to transportation the programs offered showed a common trend encapsulated by the following quote from one of the participants, “The college provides student ID badges upon which we affix proof of current month enrollment. These passes are honored by our Regional Transportation Authority (RTA) for free bus rides anywhere anytime. The college contracts with RTA for this service.”

Survey item 6H solicited open-ended responses prompting respondents to elaborate on any other personal readiness services their program offers which had not already been addressed in question 6. Of the respondents who responded to this question, 66.7% ($n=16$) stated that this item was not applicable or that the information had already been covered. Further response items from this question made mention of a student “commitment inventory” but the overarching response can be represented by the following response, “our funding has been so limited that we can only make referrals to other programs or agencies as needs come up.”

Question 7. Quantitative data show that of the 24 respondents, 62.5% (15) *provided information* about resources for cognitive readiness preparation services, 37.5% (9) reported that they provide *instruction on* cognitive readiness preparation services. Finally, 23.6% (6) stated that the listed categories in question 7 were not applicable to their organization/institution. Respondents who indicated that they *provided directly* services were prompted through the instrument to elaborate on these personal readiness preparation services.

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Specifically, results from the qualitative data commonly revealed the following clusters of components of cognitive readiness preparation services, with bulleted examples of specific responses:

Introduction to the culture of college

- orientation to college

Introduction to college level skills and knowledge

- GED Prep classes
- a highly structured learning environment with very high expectations
- classroom rigor increased to address postsecondary transitions
- students are taught how to use PLATO and other technology software for test preparation
- Intensive Summer Programs (ISP)
- problem solving in the classroom
- instructors are expected to address postsecondary transitions
- coordinated learning communities
- Success Seminar Class (SSC)

Respondents highlighted ISPs as one of their outstanding cognitive readiness preparation services for the students. One participant, whose response captured the general feeling of most of the respondents, said:

The Intensive Summer Program is a tightly woven learning community. Students are actively engaged in their education and participate in a variety of approaches to learning. Instruction is seen as the process of open-ended inquiry, and students are challenged to view learning as the development and building of connections.

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Therefore, the focus is on collaborative teaching strategies, cooperative learning techniques, a wide use of technology, and a variety of links to the wider community. Activities involve cross-disciplinary skills such as problem-solving, reasoning, and conducting research. Key cognitive skills such as intellectual curiosity, academic behaviors, work habits, and academic integrity found in entry-level college courses are likewise emphasized. Technology is integrated in the curriculum and instruction for all courses is planned around strategic learning that is organized around collaborative teams, is project-based, and has a real-life focus.

Another respondent's statement in response to cognitive readiness services outlined their programs strategies for addressing self-regulation:

We respect their [the students] innate ability to help themselves and expect it of them at every turn. If they cannot or will not 'self-regulate' they know we will respect their decisions, but they also know that if their decisions are incompatible with our program purposes and goals, they will suffer the natural consequences.

The open-ended question 7D of the survey asked respondents to give additional information that other survey questions may have missed regarding any other cognitive preparation readiness services that their programs provided. A significant number of respondents, 58.3% ($n=14$), indicated that no other cognitive readiness services were provided to students seeking to transition to postsecondary education or vocational settings. However, qualitative information revealed that respondents elaborated on the development of the student as an individual, with one participant explaining that, "when students are no longer learning how to learn and begin learning for the love of it, we

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know that cognitive readiness is well on its way to becoming part of the student's mental processes." An example of a structural program component was suggested by one respondent in the form of a learning community in which students can be enrolled and through which "this collaborative teaching model allows for the kind of environment which encourages the students to be creative, original thinkers, and continually analyze and evaluate their own learning. Emphasis is placed on acquiring communication, critical thinking, and research skills."

Question 8. The open-ended question 8 prompted respondents to give specific information related to how they address students' individual readiness in the transition process and also to describe the most effective individual readiness services their program offers to support students who are transitioning to postsecondary education. Responses varied, but the respondents highlighted the following clusters of transitional services offered at different institutions:

Information about the logistics of applying to and registering in college

- financial support and scholarships

Counseling and mentoring related to college

- information and coaching in specific areas necessary for each student to transition to postsecondary education
- individual advising
- empowering students to be responsible for their own education attainment
- providing individual attention to students in order to help identify their own strength and weaknesses
- teacher conferences with students

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- counselors

Introduction to college level skills and knowledge

- enrollment in a coordinated learning community
- Success Seminar Class (SSC)
- adult education reading program, Student Achievement in Reading (STAR)
- a special needs program addressing learning disabilities
- bridge programs

One participant's written response expressed the general feeling of most of the respondents:

Motivation and counseling of the student to continue academic preparation past the minimum GED score, which allows them to bypass some of the developmental education courses. The fact that they usually bond with their teachers brings them back to the teachers for help with transitional support whether it is filling out applications, filling out schedules, or study skills.

Another participant conveyed that the overall effectiveness of student cognitive preparation services depend on the structure of the program, not just one singular element, "the methodology, the quantity of instructional hours per semester, the entire setup of the program, and the collaboration with local community college that encompasses the effectiveness of institution's program."

Section III: Program elements.

This section focused on administrative functions and programmatic elements. Specifically addressed were (1) staff development, (2) data collection/research, (3) funding, (4) collaboration, (5) program evaluation and (5) clearly defined process and pathways to postsecondary education. Questions 9A-9F addressed specific elements provided as integral

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components for preparing students to transition to postsecondary education. Question 10 was a general overall, open-ended qualitative item asking respondents to describe the program elements their organization/institution had in place.

Question 9. Twenty-two percent of respondents reported that the cluster items were not applicable to the services that their programs provide. Survey item 9A addressed professional development as part of classroom instruction support, and respondents specifically identified the following providers of professional development within their program structures:

- GREAT centers
- workshops (local or other)
- professional conferences
- faculty staff excellence center
- curriculum specialists

Item 9B of the survey asked respondents to report how they research and collect student data. One participant stated “What we have learned so far is we are good at getting them to pass GED, become TSI complete, but getting them to be successful in college on their own is the hurdle we have yet to overcome.” Respondents gave varied examples of data collection processes including student surveys, student evaluations, exams scores, graduation rates and enrollment statistics.

Another participant added:

We currently collect: (1) number graduated in a calendar year, (2) number and percent who set a goal to enter postsecondary education, (3) number and percent who transition. Beginning in August, 2009, and ending January 15, 2010, we will go back into our archives and collect: (1) THEA or COMPASS scores of all GED

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grads who transitioned in the last four years, (2) average college entrance scores, (3) number and percent who enrolled in one or more dev. ed courses, (4) declared major, (5) avg. GPA, (6) number and percent of degrees or certificates earned by each cohort.

The respondents suggested a number of funding opportunities that are currently incorporated into their plan for assisting the transition of students in survey item 9C.

Grants and scholarships were the predominate form of aid listed, followed by other forms of funding including special contracts and stimulus funding. Two respondents acknowledged funding from partner colleges for their programs. One participant explained, “We have dedicated funds for our college readiness students to support transition as discussed throughout this survey: Child care, transportation costs, test fees, books, tuition, you name it as long as the grant money holds out.”

Survey item 9D asked respondents to list collaborations and partnerships for students transitioning into postsecondary education. Table 1 shows the results of the question about the relationship between the services provided to general student categories and that of transitioning students. Respondents had the option to select more than one element.

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Table 1: Program Elements

Question 9: Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?	<i>n</i>	Addresses the needs of the students transitioning to postsecondary	<i>n</i>	Addresses the needs of most students
A. We provide staff development	9	37.50%	16	66.70%
B. We provide collection / research on student data	8	33.30%	16	66.70%
C. We provide application of funds to meet specific student group needs	9	37.50%	13	54.20%
D. We provide collaboration / partnerships	12	50%	16	66.70%
E. We provide program evaluation	8	33.30%	16	66.70%
F. We provide clearly defined systems for progressing (i.e. pathways and processes)	8	33.30%	16	66.70%
Avg.	9	37.48%	15.5	64.62%

Note: *n* = 24

Specific collaborations and partnerships clusters were listed:

Statewide initiative partnerships

- GREAT centers
- Texas Workforce Centers
- Harris County Department of Education

Postsecondary partnerships

- community colleges collaboration with ABE program in ISDs, CBOs, and ESCs
- Post-Secondary Awareness to Higher Education (PATH) committee

Community and civic partnerships

- Chambers of Commerce
- United Way
- civics clubs
- service organizations

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- businesses

Local education program partnerships

- developmental education programs in postsecondary institutions
- independent school districts (ISDs)
- local adult education programs

One participant described how they partner with other institutions:

[my community college] works with partners well. We work with the local ISDs, non-profits, workforce centers and more to make things happen in the community. It allows us to tap into other resources that we may not be able to provide—such as day care and transportation and more.

Of the 33.3% ($n=8$) of respondents who reported that they provide evaluations to further assist in classroom instructional support for students transitioning to postsecondary education (survey item 9E), few variations other than evaluations from the local universities and student evaluations were listed. One participant summarized their evaluation approach as:

A very detailed evaluation was conducted by a site visit from the Coordinating Board. Criteria included program goals and objectives, program monitoring, student data management, student management, Family Education Rights and Privacy Act (FERPA) agreements, recruitment, steering committee, curriculum, instruction, assessment, professional development, teacher collaboration, academic support, study/cognitive skills development, mentoring, information outreach, and follow-up activities. Classroom observations and focus groups with students, instructors, mentors, tutors, and meeting with the program coordinator were also included.

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Survey item 9F asked respondents to identify a system of progression for students to transition to postsecondary education (pathways and processes). Although a few programs stated that they are providing services, details of systemic processes were not provided. One participant stated that:

This process of transitioning students through the AE pipeline has not been as well defined but has worked through sheer persistence. My new position as Transition and Success Supervisor requires me to put better systems in place that will better define what our process is.

A significant number of respondents to the open-ended survey question 9G, 75% ($n=18$), indicated that there were no other program elements related to classroom instructional support that their program provided. See Appendix E for graphs summarizing the respondents' responses to the electronic survey questions.

Question 10. This was a general overall open-ended qualitative item that asked respondents to describe the most effective program elements their organization/institution provides. In response to the qualitative section of the survey, respondents identified and described those effective elements of their programs that support students who seek to transition to postsecondary education from their programs. The following list summarizes the clusters of general responses collected from the respondents:

Introduction to the culture of college

Information about the logistics of applying to and registering in college

- financial support in the form of student loans, grants, etc.
- collaboration with student relations officer

Counseling and mentoring related to college

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- motivation, the yes you can message
- teachers who care—take the time, and see transitioning as a part of what they do
- referral to college counseling department
- advisors

Introduction to college level skills and knowledge

- teachers well prepared to teach content related to postsecondary transitions or courses
- formal course syllabus
- Success Seminar Class (SSC)
- higher level classes that raise the level of instruction to mirror college level education
- bridge programs

Postsecondary partnerships

- collaborative agreements between ABE programs and higher education

Professional development

- collaboration with the GREAT centers
- teacher training

One participant expanded on what their program offered, “The four areas of readiness which are *academic*, *college*, *career*, and *personal* are the foundation of the success of the program.”

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Site Visit Results

The purpose of the site visits was to allow for the observation of practices at the local program level. Researchers developed a site visit observation tool composed of both open-ended and structured observational protocols, with spaces to record qualitative data and observations within the body of the instrument for researchers to complete during interviews with on-site personnel. Development of the observational tool was informed by data from both the summit and the survey. Three supplemental questions concluded the site instrument and allowed researchers to acknowledge any further insight or information that they obtained from the site visit that was not previously addressed.

Formal interview questions included: (a) What are (describe) your current transition activities? (b) How do you know when (assessment level) a student is ready for transitioning? and (c) What assessment instruments do you use to determine that readiness for transition?

The observation instrument included the following areas: (a) organization support, (b) personal readiness, (c) classroom/instruction, (d) data collection. Data collection was added as a category to probe site visit participants for further evidence of data collection, but also it helped to support research on current practices and create an opportunity for future recommendations. Standard follow-up questions were built into the site visit observation tool are included in this report as Appendix B.

The researchers used purposeful selection to choose the two sites that were visited. Therefore, the two sites, Del Mar College (DMC) and Austin Community College (ACC), were convenience samples that were self-identified to be rich in the information that would best describe successful transition of students into postsecondary education. Both DMC and ACC provide depth and breadth in the area of transition. ACC has an established operating system

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within the college, while DMC's adult education program has recently begun addressing transition issues with adult learners.

Current transition practices at Del Mar College.

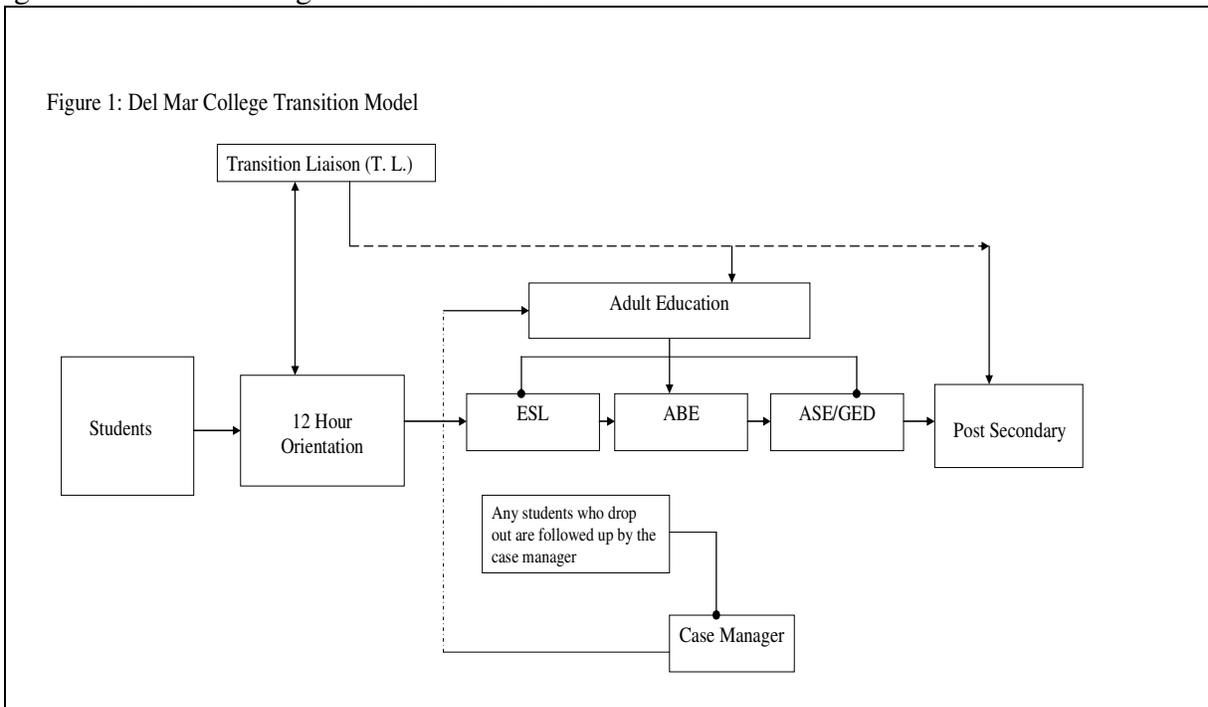
The Director of DMC summarized their transition practices in the following written statement:

Del Mar College's adult education program is committed to transitions by promoting a college going culture for all students beginning at the program's new student orientations and continuing throughout their enrollment in the program. DMC hired a transitions liaison in 2004 to work exclusively with GED graduates and has since increased the number and percent of students transitioning into college by providing a personal one-on-one service to all GED graduates with a goal of attending college. More recently the program added an institutionally funded part time assistant transitions liaison to improve the tracking of transitioned GED graduates through the college system. The program also hired a student support specialist who provides counseling to assist adult education students with retention and personal issues. Del Mar College is currently building relationships with the Developmental Education side of the college in order to best assist adult education students transitioning into college.

Figure 1 shows a graphic version of how the director and staff of Del Mar College outlined their current transition model:

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Figure 1: Del Mar College Transition Model



Some of the specific current transition practices that emerged from the site visit interview with personnel at Del Mar College include the following:

Institutional practices

- partnerships with a nearby university for a period of two years in an effort to aid the transition of students

Program practices

- address college readiness as a program objective
- on site transition liaison since October 2004
- case manager who works with transition students and all ABE students regarding retention issues

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- mandatory 12-hour orientation program called Success 101, which is an orientation program that specifically addresses student expectations and program transitions goals into postsecondary education
- 15 new teachers hired in August 2009 to work with transitions project
- PLATO integrated with GED curriculum
- expectations of transitions throughout GED program
- incorporate use of college level textbooks
- academic plan for students to track transition from ABE to postsecondary
- PLATO assessments and personal interview with students are assessment instruments for student readiness for transition.

Current transition practices at Austin Community College.

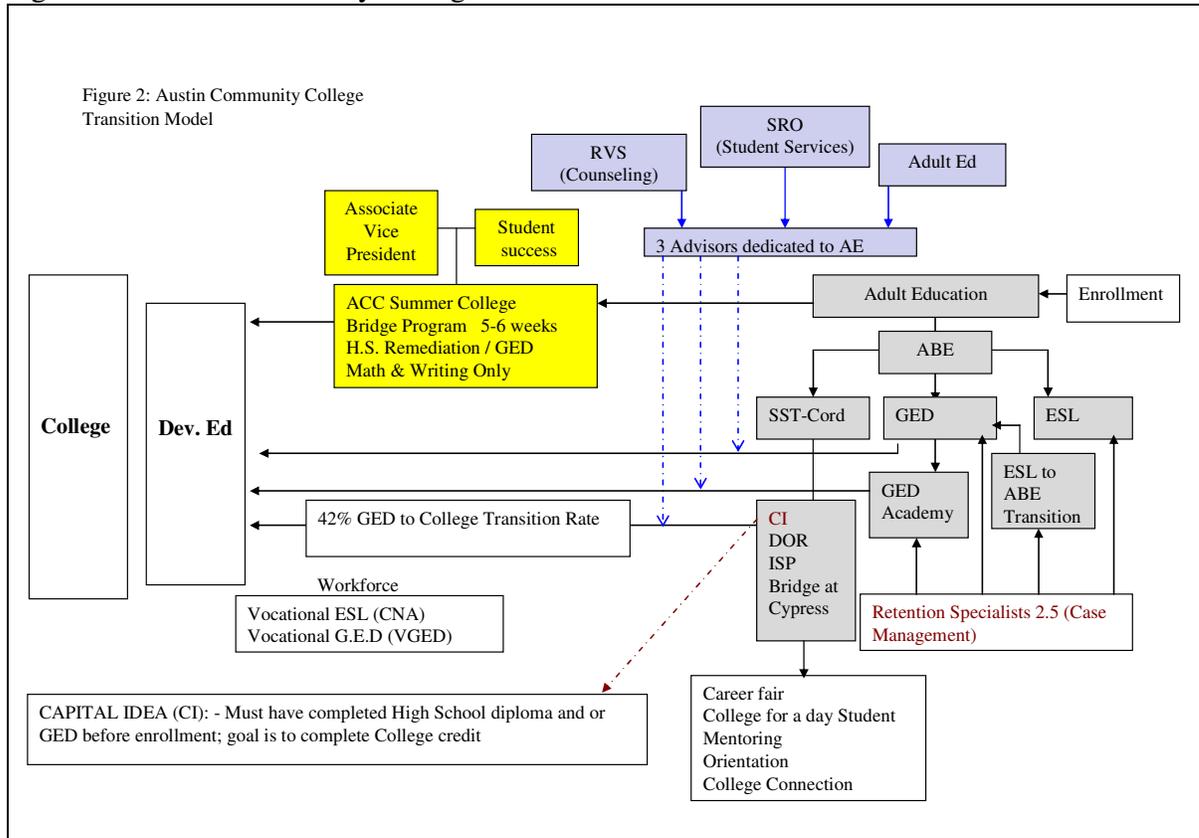
Following the site visit, the ACC program director described their current transition practices as follows:

ACC Adult Education pursues a comprehensive, coordinated approach to transitioning students across the spectrum, from low literacy to college. The effort involves instructors, staff, and a range of specialized curriculum and programs. A team of retention specialists works directly with student persistence, while a team of college advisors recruits and transitions students into the appropriate college programs. In collaboration with internal and external partners, ACC continues to reevaluate the student pipeline in order to improve systems, methods, and success.

The director and staff at ACC summarized their current transition model through the following figure:

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Figure 2: Austin Community College Transition Model



The site visit and interviews with the director and three other staff members at ACC revealed that the following transition practices are currently in place:

Institution practices

- numerous bridge programs
- drop out recovery program
- Intensive Summer Program (ISP)
- dual enrollment in college courses
- remediation in math, reading and writing
- three cross-departmental counselors
- program components are integrated into all the ACC campuses

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- high collaboration and partnership with local institutions and businesses

Program practices

- from orientation, (the message is) every student is ‘transitioning’ to another level
- in-house training for GED instructors
- strong partnership with Capital IDEA program
- full time (with 140 hours of professional development), part time and contract staff offering benefits with the objective of retaining and investing in instructors
- strong enrollment numbers in the program (130 classes serving 3,277 students)

Combined DMC and ACC Results

Figures 3-6 summarize data compiled from interviews with staff from the two sites, ACC and DMC. The figures represent data related to (1) organizational support, (2) current transition practices, (3) pre-college experiences, (4) advising and registration services, (5) test preparation, (6) academic survival skills, and (7) collaborations and partnerships along with any other current practices participating sites have formulated into action.

Figure 3: Program Organizational Support

	Observation Notes at Del Mar	Observation Notes at ACC
Related to Organizational Support:		
What current practices are in place for outreach/recruitment in the program?	<ul style="list-style-type: none"> • television advertisements, fliers and word-of-mouth; student success stories 	<ul style="list-style-type: none"> • reach students by word-of-mouth • fliers and student-to-student success stories
What pre-college experiences (College for a Day/college tours/fairs, orientation, etc.) does the program offer to those students wishing to transition?	<ul style="list-style-type: none"> • Success 101 pre-enrollment, (12 hour required) • DMC Teachers take students to College For a Day, college orientation, or career fairs 	<ul style="list-style-type: none"> • College for a Day • student mentoring (day in the life of a college student) • career fairs; orientations; college connection • issue student identity cards • learning lab access • tutors, gym, and technology access
What advising / registration & course selection procedures are	<ul style="list-style-type: none"> • Informal advisors refer students to Del Mar College’s formal advisors 	<ul style="list-style-type: none"> • 3 advisors specifically assigned to AE students include—Support Services/ Student Affairs / Adult Education –

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<p>in place to assist students?</p>		<p>Advisors keep in touch by email and personal contact</p> <ul style="list-style-type: none"> • Personal interviews with GED graduates conducted one-on-one; criminal backgrounds are checked to clear program eligibility depending on what program they decide to pursue. • Advisors visit every GED class and provide information regarding services
<p>What test preparation assistance is offered to students who are seeking to transition?</p>	<ul style="list-style-type: none"> • PLATO • TABE • GED Official Practice Test • THEA and Compass 	<ul style="list-style-type: none"> • Discuss test preparation in bridge programs
<p>What are the current collaborations / partnerships with other business of educational organizations?</p>	<ul style="list-style-type: none"> • Community / TAMUK / Board of Regents / Dev Ed • A local foundation pays for GED and THEA tests for adult education students 	<ul style="list-style-type: none"> • Internal collaborations/partnerships are in place to connect students to ultimate goal of college going—activity is based on program planning and common objectives
<p>What are the current practices for staff development/training?</p>	<ul style="list-style-type: none"> • Core values, 100% accountability, 100% of the time to hold instructors accountable for their own instructional performance • GREAT center – help with professional development • teacher orientation for transition teachers 	<ul style="list-style-type: none"> • In house training for GED/ABE instructors / ESOL – Credential / Dev Ed • Integrate skills set training for new teachers. Director discussed faculty capacity and a specific skills set that they were looking for in a teacher.
<p>What academic survival skills (study skills, goal setting, and time management) assistance is provided to students?</p>	<ul style="list-style-type: none"> • <i>Where There's a Will, There's an A</i> (as primary resource) • Working in groups - forming study groups • Hired a professor to run advanced mathematics class. Institutional support through an assistant advisor • During orientation students set goals, are instructed on time management, problem solving, study skills, and learning styles • Instructors use project based learning to teach critical thinking • In process of creating a curriculum for college survival 	<ul style="list-style-type: none"> • Varies depending on bridge program—each program has individual goals and objectives with specific program plans

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Figure 4 reveals information related to those transition practices that each of the two organizations has in place to help students with personal readiness to transition to postsecondary education. Personal readiness components include: (1) career exploration, (2) support services including childcare and transportation, (3) self-regulation, and (4) the development of student goals and plans of action:

Figure 4: Student Personal Readiness Support

	Observation Notes at Del Mar	Observation Notes at ACC
Personal Readiness:		
What support services (child care/ transportation) are offered or are available to students through this program?	<ul style="list-style-type: none"> • Case management • One-on-one counseling • Child care center on East campus • Identification needs; counseling • Handouts for community resources-For students who stopped out. 	<ul style="list-style-type: none"> • None paid by AE funds; partner with ISDs to provide childcare and transportation • Family literacy programs/After school care partnerships
What options or facilities are available to students in relation to career exploration through this program?	<ul style="list-style-type: none"> • Use DMC career counselors and some computer/online career exploration 	<ul style="list-style-type: none"> • Career fair to help students with career planning • Licensed counselors • Personal advisors • Academic advisors
How does the program address the issue of self-regulation / commitment with students?	<ul style="list-style-type: none"> • Supported by transition liaison for follow up with students to home visits are conducted • Attendance policy for all students • Attendance is mandatory (no excuses and no absences unless they make arrangements in advance and make up time) 	<ul style="list-style-type: none"> • Students self select out if not ready for particular program
How does the program help students develop a plan of action: stated goals?	<ul style="list-style-type: none"> • Students set goals and standards during orientation • Students attend sessions with the transition liaison 	<ul style="list-style-type: none"> • Reorganization of entire AE staff to address transition activities/programs including certificate programs/ associate degrees to be address through goal setting

Both DMC and ACC offer classroom/instructional practices designed to help their students' transition into postsecondary education. Figure 5 shows information related to classroom instruction and demonstrates how programs help students with reading and writing

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skills across the curriculum, math proficiency, technology facilities and accompanying facilities, development of student cognitive skills, and any dual program components currently in place.

Figure 5. Program Organizational Components of Classroom and Transitional Support

	Observation Notes at Del Mar	Observation Notes at ACC
Classroom/ Instruction		
How does the program address reading & writing across the curriculum?	<ul style="list-style-type: none"> • Offer extended academics on Fridays where are optional classes and more intensive 	<ul style="list-style-type: none"> • Curricula for GED Academy* in reading and writing. ESL to ABE transition
How is math addressed within the program structure?	<ul style="list-style-type: none"> • Newly hired math PhD to work one day per week (Fridays) with GED graduates 	<ul style="list-style-type: none"> • Specific math-only classes
What technology facilities are available to students and how they use data across the curriculum?	<ul style="list-style-type: none"> • ESL students—use Rosetta Stone and Steck-Vaughn Read On • GED students – PLATO and Read On • GED and ESL labs for students available for online learning 	<ul style="list-style-type: none"> • Access to computer labs across campuses • Steck-Vaughn Read On for Beginning Literacy • Capacity issue for accessing software. In the process of move the majority of sites onto campuses—space is limited
How does the program help develop students’ cognitive skills (mental processes: reasoning, problem solving, and critical thinking)?	<ul style="list-style-type: none"> • Power Path for Learning Disabilities • Instruction of critical thinking through problem based learning 	<ul style="list-style-type: none"> • Addressed through bridge programs and classroom instruction
Does the program incorporate dual course work classes or programming?	<ul style="list-style-type: none"> • Plan to initiate an I-Best model 	<ul style="list-style-type: none"> • Working to develop internal partnerships

Note: *Program is specific to ACC

During the site visits, both ACC and DMC staff described how they collect data to help program staff design and provide services that enable students to pursue academic activities related to transition. Indicators of transition activities include: (1) completion rates, (2) the tracking of student grades and (3) program retention rates. Figure 6 depicts the processes used for the collection of data by each program.

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Figure 6: Program Data Collection Processes

	Observation Notes at Del Mar	Observation Notes at ACC
Data:		
How does the program recognize student success?	<ul style="list-style-type: none"> • monthly awards ceremonies for students with good attendance records • Report card for DMC president, the community, and legislators containing success stories from recent graduates 	<ul style="list-style-type: none"> • GED graduation ceremony combined with regular college graduation
How does the program record and store student data in relation to student completion rates?	<ul style="list-style-type: none"> • Report cards • Excel spreadsheet on completion rates • Academic plan to track individual student progress 	<ul style="list-style-type: none"> • TEAMS*data management system: 42% GED students enter college, twice as many as the state average, during 07-08 program year
How does the program track student grade and retention data	<ul style="list-style-type: none"> • Student attendance records • Student records are maintained in folders which contain goals and progress updates 	<ul style="list-style-type: none"> • Working on tracking students throughout college career with all stakeholders, in process of developing tracking system. • Retention specialists act as case managers and collect individual student data related to progress each student makes used for follow up instruction.
Does the program incorporate the use of TEAMS for data collection?	<ul style="list-style-type: none"> • TEAMS*; program uses an internal excel spreadsheets to record data 	<ul style="list-style-type: none"> • Designated full time staff member to oversee data entry of student records into TEAMS*
What else can be observed from the programs practices of data collection and tracking?	<ul style="list-style-type: none"> • Internal systems such as a self generated excel spreadsheet and external systems such as TEAMS* 	<ul style="list-style-type: none"> • Designated staff assures data collection in a timely manner based on program planning

Note *Texas Educating Adults Management System

Summary from Site Visits

Both DMC and ACC have programs in place that address transition to postsecondary education for their students. The aspects related to organizational support for each of the colleges depends on the needs of the institution and the issues that students present. For classroom instruction, both colleges use resources that help them to personalize instruction in order to help students transition to postsecondary education. They each collect data about each student and

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then use the data to inform their instructional strategies. For the purpose of creating effective models, both DMC and ACC look to outside partnerships to provide comprehensive services.

Limitations

In conducting this exploratory research project into the state of transition of students from ABE to postsecondary education programs, there were primary limitations to the inquiry process. These limitations ranged from mere logistical hurdles to systemic limitations.

The first limitation was that of a short timeframe from inception of the study on March 1, 2009, to completion of the project on August 31, 2009. In order to complete within the required time constraints, researchers formed an advisory group to obtain early input on the project plan. The time limitation necessitated that researchers plan and host the statewide summit before the end of May. Analysis of the qualitative data from the summit took most of June, so development of the survey instrument had to take place simultaneously with summit data analysis. The survey instrument was pilot tested in July, and survey data were collected immediately following the pilot. Researchers spent August concurrently analyzing survey data and conducting site visits. The writing of the final report began immediately after analyzing site visit data. This short time frame limitation was logistical but did not impair the quality of the study.

The second limitation was more systemic in nature. The adult education service providers in community colleges, independent school districts, education service centers, and community based organizations are accustomed to and have a longstanding relationship with their funder, the Texas Education Agency via Texas LEARNS. Transition project researchers found that many of the AE service providers were confused by the role of the researchers and were therefore hesitant to open up to a project sponsored by a different funder, the Texas Higher Education Coordinating Board. The project was able to mediate this confusion and hesitancy by placing a

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long-time and well-known adult education program director, Mary Helen Martinez, in the primary position of leadership on the transition project. Because Ms. Martinez has the respect of service providers, she was able to convince adult education program directors to collaborate fully in all project activities.

A third limitation, and one that is somewhat related to the second, is that adult education programs in Texas work under performance measures that are somewhat removed from the accountability measures of postsecondary education. The adult education performance measures are driven by student recruitment, retention, and progress on adult education assessment instruments. Adult Education providers and funders are interested in where students go after they complete the GED, but that is a minimal part of the data they are required to gather and analyze. This limitation is systemic in nature, but it should change as more programs engage in funded transition projects like the Intensive Summer Programs (summer of 2009) and the Intensive Programs (beginning in fall of 2009).

Another limitation was logistical with roots in the survey instrument software system. When researchers conducted the survey, we piloted the instrument with nine adult education providers who gave varying levels of feedback on the format and content of the instrument. All feedback was ultimately incorporated into the final survey that was sent to 66 adult education providers. Unfortunately, the survey proved to be technologically cumbersome for respondents to complete because of the format of the survey software. Sixty percent ($n=40$) of the survey recipients opened the electronic document, but only 37% ($n=24$) completed it. This limitation may have had an impact on data collection and the rate of response.

The logistical problem of an abbreviated timeframe for the project was easily addressed by combining steps in the process. The first systemic hurdle, mistrust/hesitancy

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was overcome by the use of a well known and trusted project leader. The second systemic hurdle, of program accountability differences, will take time to address. During the second phase of the transitions project (September 1, 2009-August 31, 2011), researchers will work with the advisory group to further address the issues of program hesitation and confusion about funder roles. Also, during the second phase of the project, alternative survey software will be used for the collection of data online thus negating this limitation.

Conclusions and Recommendations

The purpose of this study was to collect data on current transition efforts and use that data to describe observed evidence of effectiveness of current transitional components. Based on the evidence discovered, researchers offer interpretations of the findings, draw conclusions, and make recommendations for future transition practices.

Interpretations

Results from this study reveal that adult basic education service providers engage their students in a variety of transition efforts that may show promise in helping students succeed in their efforts to transition to college. The identified efforts may be classified into four clustered themes including, (a) introducing students to a culture of college, (b) providing students with information about logistics of applying to and registering in college, (c) counseling and mentoring related to college and (d) introducing students to college level skills and knowledge.

Introducing students to a culture of college. By consistently putting their students in contact with college students and exposing them to the college experience, participants are able to keep their students thinking of college as a possible next step. The contact with college students and college personnel also helps the students to realize that the college culture is something achievable through specific student choices and behaviors. Students are also made

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aware of the many resources available that help them succeed. The approach promotes communication channels that encourage students to embrace good preparatory practices. As an example, during one site visit we met with a student who gave a testimony of her success and attributed her decision to attempt college to the contacts she made when she visited campus and met with college students from backgrounds similar to hers.

Providing students with information about logistics. Results reveal that the study participants provide information about logistics of applying to and registering in college. This approach helps to demystify the process of applying to college and of acquiring financial assistance for their studies. It also gives teachers the knowledge to help their students see college as a possible path for ABE students.

Counseling and mentoring related to college. Results from this study reveal that ABE providers are aware that that they need to attend to the affective domain of students in preparing them for postsecondary education by offering students counseling and mentoring services that address issues they will encounter as college students. Programs should promote the development of affective supports (counselors, mentors, and other related services) and train teachers in the knowledge and skills that are appropriate to encouraging and nurturing students.

Introducing students to college level skills and knowledge. Throughout the three data collecting stages of the study, researchers asked participants to provide information on how they helped students to acquire college level skills and knowledge. By providing students with college level skills and knowledge, as described in the College and Career Readiness Standards, service providers demonstrated that they are aware of the academic challenges that the students will face when they attempt college level courses. ABE program leadership should focus resources and professional development needed to help teachers address the academic content and cross-

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disciplinary knowledge and skills their students will need in college credit courses. Findings led researchers to make the following conclusions and recommendations.

Conclusions

The Education Institute staff, after completing this six-month study of best practices in Texas ABE programs that serve GED completers who choose to enter postsecondary education programs, concludes that program administrators in all four types of adult education program sites – community colleges, independent school districts, education service centers, and community based organizations – are attempting to serve the ABE transition population with the resources and knowledge to which they currently have access. Based on both qualitative and quantitative data gathered from summit focus groups, the survey, and the site visits, it is clear that local programs are making serious efforts to deliver services that are appropriate for the populations they serve, and many are making earnest efforts to work with local postsecondary institutions to understand how best to help students make the transition. The following are conclusions from this study about the state of service to this population:

- *Conclusion:* Program administrators have been or are beginning to collaborate, with varying levels of success, with the postsecondary institutions where their ABE students plan to attend. In some cases, the collaborations are already well rooted in practice; in others, the discussion about developing collaborations have just begun. The sites where these collaborations are well developed are good sources of information about the process of building successful alliances between ABE and postsecondary programs.
- *Conclusion:* Most ABE programs are making efforts to introduce their students to the culture of college by talking with them about the array of possible postsecondary programs available in their geographic area. Prominent in the findings are such practices

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as college visits and college-for-a-day services which are intended to introduce ABE students to the culture of college. However, funding for these efforts are limited and services are restricted if the host entity (community college, independent school district, education service center, or community based organization) does not contribute additional funding or services.

- *Conclusion:* Statewide, programs are relatively consistent in the types of affective support services they offer. Most programs indicated that they do counseling and advising for those students who indicate an interest in entering postsecondary programs. Counseling and mentoring, according to the literature, are an important component to getting and keeping at-risk students in postsecondary. The more common services reported in this study range from the abstract (“a general culture of caring”) to the concrete (assigned mentors and staff designated as student support specialists). Documents collected from the site visit institutions indicate that counseling and mentoring services are well advertised. There is limited documentation about how effective these services are in recruiting and retaining students in postsecondary programs.
- *Conclusion:* Most programs also offer assistance with logistical operations of applying to and entering college. Services such as assisting students in filling out application and financial aid forms, advising students about registration in general and about degree plans specifically are in evidence to some degree across the state. General data collected about the impact of these services is typically in the form of numbers of students served in a given semester or academic year, but this study found little longitudinal evidence about the effectiveness of these services in the data collected from the institutions.

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- *Conclusion:* Many programs engage students in learning specific skills that they will need in postsecondary (time management, text reading strategies, note taking, etc.).

Few have well developed programs that address the full array of college readiness skills that are recommended in the Texas College Readiness Standards or in the general research literature in the area of college readiness. Even fewer offer direct instruction in college-level reading, writing, and mathematics skills that are required for entry into college credit courses; most ABE students who enter college do so after they take developmental studies courses in reading, writing, and mathematics. Although most programs offer instruction in college skills, this study found minimal documentation about the long term effectiveness of this instruction; the primary documentation is in numbers of students served and in anecdotal self-reported evidence offered by students.

- *Conclusion:* Additionally, a gap exists between the levels of skills and knowledge recommended in the Texas Adult Education Content Standards and Benchmarks for ABE/ASE and ESL Learners and the skills and knowledge levels recommended by the Texas College Readiness Standards. Because the college readiness standards are significantly higher than the ABE/ASE/ESL exit standards, there is the potential for students to leave adult education programs at a substantial academic risk of failure in postsecondary programs.
- *Conclusion:* A gap exists statewide in availability of high quality, sustained professional development for ABE transition teachers. Many of those teachers participate in high quality, sustained professional development provided by the eight regional GREAT Centers, but the content and strategies focus primarily on the needs of teachers of adult literacy, ESL, GED, and ASE students over the needs of students who have earned the

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GED and are entering postsecondary. The field has no credential or certification as preparation for educators who aspire to teach the ABE-to-postsecondary student population.

- *Conclusion:* Data collection in ABE transition programs is not systematized or well integrated into the routine data collection of general ABE programs. The prevalent mandatory data collection practices include test scores (TABE, BEST Plus, GED) and numbers of students served. Some programs collect data on students who go immediately to postsecondary after completing the GED in the form of anecdotal evidence. Some ABE programs, particularly those affiliated with postsecondary institutions, also collect and retain college entry exam score data (ACCESS, COMPASS, THEA, etc.) However, the practice of collecting data on the transition population is not widespread or systematic. One problem with programs building a systematic data collection process that integrates TEA accountability data with postsecondary transition data is that the funder, TEA, requires documentation about ABE outcomes but transition data to postsecondary outcomes are currently self-reported. This lack of systematically gathered data hampers program decision making about which practices work well for the ABE-to-postsecondary population.

These conclusions are based on three general sources of data consulted by the project staff: national and state literature on ABE-to-postsecondary transition, focus group data from the summit, survey data, and site visit observations and interviews. It is clear that the ABE professionals who participated in these data collections activities are sincere in their interest in helping their students move successfully into postsecondary. In spite of current local efforts, it is

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difficult for program administrators to build collaborations that will help them facilitate successful access for their students who choose to attend college.

Recommendations

Based on the data collected and analyzed by this THEBC-funded project, the staff offers the following recommendations to ABE program funders and providers for enhancing the quality of the services they provide those ABE students who choose to enter postsecondary education programs:

- *Recommendation:* Generally, Texas should promote promising transition models that are supported in the literature and in successful implementation in local programs. Transition models should be matched appropriately with various program types as represented in community colleges, education service centers, independent school districts, and community based organizations where adult education providers are currently integrating transition activities for ABE, ESL and ASE students into postsecondary programs.
- *Recommendation:* Promote collaborations between local ABE transition providers and postsecondary admissions, counseling, advising, financial aid offices as well as collaborations between ABE transition providers and faculty in postsecondary developmental education programs.
- *Recommendation:* Examine existing data collected by adult education providers to determine the number of ABE, ESL, and ASE students who transition successfully to postsecondary education. Additionally, we recommend examining existing THECB data to determine the numbers of ABE, ESL, and ASE students who enter postsecondary programs as reported by postsecondary institutions.

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- *Recommendation:* Promote explicit collection of data about transition efforts at the local program level to assist programs and researchers in developing models of what works for the Texas ABE transition population
- *Recommendation:* Promote cross-disciplinary learning components in transition models. Specifically, programs should develop components that address students' key cognitive skills and foundational skills as recommended in the Texas College Readiness Standards.
- *Recommendation:* Promote academic knowledge and skills components that address, at a minimum, the content standards for English language arts and mathematics as recommended in the Texas College Readiness Standards. Additionally, ABE students who make the successful transition to college should have access to instruction that will bring them up to the science and social science content and skills levels that are recommended in the Texas College Readiness Standards. The first step in addressing discrepancies between the Texas College Readiness Standards and the Texas Adult Education Content Standards and Benchmarks for ABE/ASE and ESL Learners will be to conduct a gap analysis of the standards proposed in the two documents.
- *Recommendation:* Encourage local programs and Regional GREAT Centers to offer high quality, sustained professional development for adult educators who work in ABE-to-postsecondary transition programs. The literature suggests that cross training of ABE and developmental educators is an optimal plan. Ultimately, educators who work with this population would benefit from access to the Texas Adult Education Credential currently available to ABE, ASE and ESL teachers in Texas.
- *Recommendation:* Conduct a multi-site pilot study that will integrate specific transition components as identified in phase one of this project. The pilot study should include four

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diverse sites such as community colleges, education service centers (ESC), independent school districts (ISD) and community based organizations (CBO).

- *Recommendation:* Convene an advisory committee group composed of adult education providers representing community colleges, education service centers, independent school districts, and community based organizations to review findings in phase one of this project, and to request their advice on working with adult basic education program providers in determining pilot study protocol.

The recommendations above are restricted to the evidence that project staff encountered in the process of reviewing the relevant literature and collecting and analyzing data from the summit, the survey, and the site visits. One of the limitations noted in a previous section of this report acknowledges that the abbreviated time frame for conducting the study limited the scope and breadth of the data that informed the conclusions and recommendations.

The conclusions, informed by the summit, survey, and site visit data as well as by the literature review, are global and descriptive in nature and are intended to offer a first glimpse into the current state of transitions programs in Texas. The primary findings show that ABE practitioners and administrators are eager to provide services to this population and, within the available resources, are making efforts to make students' transitions successful; however, the results point to gaps in assessment of students making the transition, gaps in understanding of college readiness standards in general, gaps in data collection, and gaps in professional development. Recommendations follow the trends outlined in the conclusions; they are intended as a plan for improving what already works and addressing gaps in areas the state and national literature identifies as important to transition programs.

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Appendices

Appendix A: Summit Focus Group Questions

Transition Summit Questions Groups A & B

Write notes and comments based upon your experience. Then share with your table group.

Section I: Current Transition Practices	
1.	What do you think the role of your organization is in supporting students who are transitioning from adult education to postsecondary education?
Response:	
2.	What are you currently doing to help adult students transition to postsecondary education?
Response:	
3.	What components of your current transition efforts are most effective?
Response:	
4.	What evidence do you have that supports the effectiveness of the components identified above?
Response:	
Section II: Recommended Transition Practices	
1.	What content should be included when developing a program to transition students from adult education to postsecondary education?
Response:	
2.	What key components should be included in a program to transition students from adult education to postsecondary education?
Response:	

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Appendix B: Electronic Survey

Building Bridges to Success Survey: Strengthening Postsecondary Transition for Students in Adult Education

Thank you for agreeing to participate in the Building Bridges to Success Survey.

In May of 2009, The Texas Higher Education Coordinating Board (THECB) hosted the *Building Bridges to Success: Strengthening Postsecondary Transition for Students in Adult Education Summit*. The purpose of the summit was to gather information in order to identify best practices and share areas of expertise that will ultimately drive the development of the state's plan for re-conceptualizing the model of transition for adult education students in Texas. This survey was constructed using the data gathered by The Education Institute at Texas State University-San Marcos at the summit.

Your individual responses will remain anonymous. The results from this survey, along with information gathered at the summit and during site visits, will result in a written report to the THECB which describes current practices in transitions within adult education programs in Texas that assist ABE, ESL, and ASE students with their transition to postsecondary education.

The survey is divided into three sections:

Section I: Organizational Support

Section I focuses on those types of pre-transition supports offered by the organization. Specifically addressed are: process supports, affective supports and cognitive supports. This section contains four questions some of which will ask respondents for additional information based upon selected responses. Please provide detailed information when prompted to do so.

Section II: Individual Readiness (Student)

Section II focuses on the college readiness supports offered by the organization. Specifically addressed are: academic readiness, personal readiness and cognitive readiness. This section contains four questions some of which will ask respondents for additional information based upon selected responses. Please provide detailed information when prompted to do so.

Section III: Program Elements

Section III focuses on administrative functions and programmatic elements. Specifically addressed are: staff development, data collection/research, funding, collaboration, program evaluation and clearly defined process and pathways to postsecondary education. This section contains two questions.

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Section I: Organizational Support

Section I focuses on those types of pre-transition supports offered by the organization. Specifically addressed are: process supports, affective supports and cognitive supports. This section contains four questions some of which will ask respondents for additional information based upon selected responses. Please provide detailed information when prompted to do so.

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

A. We provide:

• Information about Instruction for Provide directly Not applicable

i. Admissions

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

B. We provide:

• Information about Instruction for Provide directly Not applicable

ii. Financial aid/scholarships

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

C. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| iii. Academic advising (course selection and registration) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
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- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

D. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| iv. Campus tours and visits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

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- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

D. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| iv. Campus tours and visits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

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- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

E. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| v. Guest speakers from postsecondary entities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

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- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

F. We provide:

• Information about Instruction for Provide directly Not applicable

vi. Peer mentors

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

G. We provide:

• Information about Instruction for Provide directly Not applicable

vii. Selection of postsecondary programs

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Section I: Organizational Support

1. Which of the following pre-transition process support services does your program provide?

- i. Admissions
- ii. Financial aid/scholarships
- iii. Academic advising (course selection and registration)
- iv. Campus tours and visits
- v. Guest speakers from postsecondary entities
- vi. Peer mentors
- vii. Selection of postsecondary programs
- viii. Selection of career options
- ix. Other pre-transition supports not listed above

H. We provide:

viii. Selection of career options • Information about • Instruction for • Provide directly • Not applicable

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Section I: Organizational Support

2. Which of the following pre-transition affective support services does your program provide?

- i. Academic guidance/counseling - students gain information about educational planning, course planning and graduation requirements
- ii. Personal guidance/counseling- students receive services such as mental health counseling or crisis intervention
- iii. Motivation/support- students receive encouragement
- iv. Mentoring/coaching- students receive personal guidance/direction

A. We provide:

i. Academic guidance/counseling - students gain information about educational planning, course planning and graduation requirements • Information about • Instruction for • Provide directly • Not applicable

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Section I: Organizational Support

2. Which of the following pre-transition affective support services does your program provide?

- i. Academic guidance/counseling - students gain information about educational planning, course planning and graduation requirements
- ii. Personal guidance/counseling- students receive services such as mental health counseling or crisis intervention
- iii. Motivation/support- students receive encouragement
- iv. Mentoring/coaching- students receive personal guidance/direction

B. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| ii. Personal guidance/counseling - students receive services such as mental health counseling or crisis intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

2. Which of the following pre-transition affective support services does your program provide?

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- iii. Motivation/support- students receive encouragement
- iv. Mentoring/coaching- students receive personal guidance/direction

C. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| iii. Motivation/support - students receive encouragement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

2. Which of the following pre-transition affective support services does your program provide?

- i. Academic guidance/counseling - students gain information about educational planning, course planning and graduation requirements
- ii. Personal guidance/counseling- students receive services such as mental health counseling or crisis intervention
- iii. Motivation/support- students receive encouragement
- iv. Mentoring/coaching- students receive personal guidance/direction

D. We provide:

	• Information about	• Instruction for	• Provide directly	• Not applicable
iv. Mentoring/coaching - students receive personal guidance/direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section I: Organizational Support

3. Which of the following pre-transition cognitive support services does your program provide?

- i. Test preparation (content college readiness i.e. Accuplacer, THEA, COMPASS, SAT, ACT, and language college readiness i.e. TOEFL)
- ii. Tutoring (i.e. Math, Reading, Writing, use of technology)
- iii. Learning to learn (i.e. strategies for comprehension, recall, note taking, study skills, text reading methods, etc)

A. We provide:

	• Information about	• Instruction for	• Provide directly	• Not applicable
i. Test preparation (content college readiness i.e. Accuplacer, THEA, COMPASS, SAT, ACT, and language college readiness i.e. TOEFL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section I: Organizational Support

3. Which of the following pre-transition cognitive support services does your program provide?

- i. Test preparation (content college readiness i.e. Accuplacer, THEA, COMPASS, SAT, ACT, and language college readiness i.e. TOEFL)
- ii. Tutoring (i.e. Math, Reading, Writing, use of technology)
- iii. Learning to learn (i.e. strategies for comprehension, recall, note taking, study skills, text reading methods, etc)

B. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ii. Tutoring (i.e. Math, Reading, Writing, use of technology) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section I: Organizational Support

3. Which of the following pre-transition cognitive support services does your program provide?

- i. Test preparation (content college readiness i.e. Accuplacer, THEA, COMPASS, SAT, ACT, and language college readiness i.e. TOEFL)
- ii. Tutoring (i.e. Math, Reading, Writing, use of technology)
- iii. Learning to learn (i.e. strategies for comprehension, recall, note taking, study skills, text reading methods, etc)

C. We provide:

- | | • Information about | • Instruction for | • Provide directly | • Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| iii. Learning to learn (i.e. strategies for comprehension, recall, note taking, study skills, text reading methods, etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section II: Individual Readiness (student)

Section II focuses on the college readiness supports offered by the organization. Specifically addressed are: academic readiness, personal readiness and cognitive readiness. This section contains four questions some of which will ask respondents for additional information based upon selected responses. Please provide detailed information when prompted to do so.

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Section II: Individual Readiness (student)

5. Which of the following **academic preparation services** does your program provide?

- i. College entry content knowledge (i.e. Math, English/Language Arts, Writing, Social Studies, Science)
- ii. Test taking strategies in content areas
- iii. Career awareness/assessment (i.e. interests, skills and aptitudes)

A. We provide:

- | | • Information about | • Instruction on | • Not applicable |
|---|--------------------------|--------------------------|--------------------------|
| i. College entry content knowledge (i.e. Math, English/Language Arts, Writing, Social Studies, Science) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<< Back Next >>

Section II: Individual Readiness (student)

5. Which of the following **academic preparation services** does your program provide?

- i. College entry content knowledge (i.e. Math, English/Language Arts, Writing, Social Studies, Science)
- ii. Test taking strategies in content areas
- iii. Career awareness/assessment (i.e. interests, skills and aptitudes)

B. We provide:

- | | • Information about | • Instruction on | • Not applicable |
|---|--------------------------|--------------------------|--------------------------|
| ii. Test taking strategies in content areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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THECB Transition Project Report

Section II: Individual Readiness (student)

5. Which of the following **academic preparation services** does your program provide?

- i. College entry content knowledge (i.e. Math, English/Language Arts, Writing, Social Studies, Science)
- ii. Test taking strategies in content areas
- iii. Career awareness/assessment (i.e. interests, skills and aptitudes)

C. We provide:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Career awareness/assessment (i.e. interests, skills and aptitudes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section II: Individual Readiness (student)

6. Which of the following **personal readiness preparation services** does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

A. We provide:

- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Time management skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THECB Transition Project Report

Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

B. We provide:

- Information about resources for Instruction Not applicable

ii. Goal setting

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Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

C. We provide:

- Information about resources for Instruction Not applicable

iii. Self-motivation/persistence

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THECB Transition Project Report

Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

C. We provide:

- Information about resources for instruction on Not applicable
- iii. Self-motivation/persistence

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Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

D. We provide:

- Information about resources for instruction on Not applicable
- iv. Supplemental services: Managing personal finance - (i.e. living expenses, school expenses, text books)

THECB Transition Project Report

Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

E. We provide:

	• Information about resources for	• Instruction on	• Not applicable
v. Supplemental services: (obtaining child care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

F. We provide:

	• Information about resources for	• Instruction on	• Not applicable
vi. Supplemental services: (securing transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section II: Individual Readiness (student)

6. Which of the following personal readiness preparation services does your program provide?

- i. Time Management skills
- ii. Goal setting
- iii. Self-motivation/persistence
- iv. Supplemental services: Managing personal finance (i.e. living expenses, school expenses, text books)
- v. Supplemental services: (obtaining child care)
- vi. Supplemental services: (securing transportation)
- vii. Supplemental services: (balancing work-life)

G. We provide:

- | | • Information about resources for | • Instruction on | • Not applicable |
|---|-----------------------------------|--------------------------|--------------------------|
| vii. Supplemental services: (balancing work-life) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section II: Individual Readiness (student)

7. Which of the following cognitive readiness preparation services does your program provide?

- i. Self-regulation (i.e. academic behaviors, work habits, academic integrity)
- ii. Research and evaluation skills (i.e. reasoning, problem solving, research across the curriculum, use of data, technology)
- iii. Skills integration (i.e. fostering intelligence, curiosity, reading and writing across the curriculum)

A. We provide:

- | | • Information about resources for | • Instruction on | • Not applicable |
|---|-----------------------------------|--------------------------|--------------------------|
| i. Self-regulation (i.e. academic behaviors, work habits, academic integrity) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section II: Individual Readiness (student)

7. Which of the following cognitive readiness preparation services does your program provide?

- i. Self-regulation (i.e. academic behaviors, work habits, academic integrity)
- ii. Research and evaluation skills (i.e. reasoning, problem solving, research across the curriculum, use of data, technology)
- iii. Skills integration (i.e. fostering intelligence, curiosity, reading and writing across the curriculum)

B. We provide:

- | | • Information about
resources for | • Instruction
on | • Not
applicable |
|--|--------------------------------------|--------------------------|--------------------------|
| ii. Research and evaluation skills (i.e. reasoning, problem solving, research across the curriculum, use of data, technology) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section II: Individual Readiness (student)

7. Which of the following cognitive readiness preparation services does your program provide?

- i. Self-regulation (i.e. academic behaviors, work habits, academic integrity)
- ii. Research and evaluation skills (i.e. reasoning, problem solving, research across the curriculum, use of data, technology)
- iii. Skills integration (i.e. fostering intelligence, curiosity, reading and writing across the curriculum)

C. We provide:

- | | • Information about
resources for | • Instruction
on | • Not
applicable |
|--|--------------------------------------|--------------------------|--------------------------|
| iii. Skills integration (i.e. fostering intelligence, curiosity, reading and writing across the curriculum) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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7. D

Tell us about other cognitive readiness preparation services provided by your program which were not listed in question 7.

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THECB Transition Project Report

8. Briefly describe the most effective individual readiness services your program offers to support students who are transitioning to postsecondary education.

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Section III: Program Elements

Section III focuses on administrative functions and programmatic elements. Specifically addressed are: staff development, data collection/research, funding, collaboration, program evaluation and clearly defined process and pathways to postsecondary education. This section contains two questions.

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Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

A. We provide:

- | | | | |
|----------------------|--|--|--------------------------|
| | • Addresses the needs of students transitioning to postsecondary | • Addresses the general needs of most students | • Not applicable |
| i. Staff development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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THECB Transition Project Report

Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

B. We provide:

- Addresses the needs of students transitioning to postsecondary
- Addresses the general needs of most students
- Not applicable

ii. Collection/research on student data

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Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

C. We provide:

- Addresses the needs of students transitioning to postsecondary
- Addresses the general needs of most students
- Not applicable

iii. Application of funds to meet specific student group needs

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THECB Transition Project Report

Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

D. We provide:

- | | | | |
|--------------------------------|--|--|--------------------------|
| | • Addresses the needs of students transitioning to postsecondary | • Addresses the general needs of most students | • Not applicable |
| iv. Collaboration/partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

E. We provide:

- | | | | |
|-----------------------|--|--|--------------------------|
| | • Addresses the needs of students transitioning to postsecondary | • Addresses the general needs of most students | • Not applicable |
| v. Program evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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THECB Transition Project Report

Section III: Program Elements

9. Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

- i. Staff development
- ii. Collection/research on student data
- iii. Application of funds to meet specific student group needs
- iv. Collaboration/partnerships
- v. Program evaluation
- vi. Clearly defined systems for progressing(i.e. pathways and processes)

F. We provide:

- Addresses the needs of students transitioning to postsecondary
- Addresses the general needs of most students
- Not applicable

vi. Clearly defined systems for progressing (i.e. pathways and processes)

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9. G

Tell us about **other elements of your program** which were not previously listed in question 9.

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10.

Briefly describe the most effective elements of your program to support students who are transitioning to postsecondary education.

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Dimensions
mrInterview

End of interview. Thank you for your participation.

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Appendix C: Site Visit Observation Tool

Site:	Date:
City:	Name of Project Staff :
Name of Site Staff:	

Interview:

1. What/Describe are your current transitions activities?
2. How do you know what and when (assessment level) a student is ready for transitioning?
 - What assessment instruments do you use to determine that readiness for transition?
 - What other evidence do you use?

	Check all that apply	Observation Notes & Artifacts	Related Artifacts	
			Public	Internal
Related to Organizational Support:				
Outreach/Recruitment				
Pre-College Experiences(College for a day/College tours/fairs, orientation, etc.				
Advising / Registration & Course Selection				
Test Preparation				
Collaborations / Partnerships				
Staff Development/Training				
Academic Survival Skills (Study Skills, Goal Setting, time management)				
Personal Readiness				
Support Services (Child Care/Transportation)				
Career Exploration				
Self-Regulation / Commitment				
Plan of Action: Stated Goals				
Classroom/Instruction				
Reading & Writing across the curriculum				
How is math addressed?				

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Technology and the use of data across the curriculum				
Cognitive Skills (mental processes: reasoning, problem solving, critical thinking)				
Dual course work?				
Data:				
Success Stores / Recognition				
Completion Rates				
Student tracking (Grades, Retention)				
TEAMS Data				
Observations				

Summary Comments

What, if anything, would you improve or enhance?

What is the staff's knowledge of transitions in your program?

Is there anything else you would like us to know about your program?

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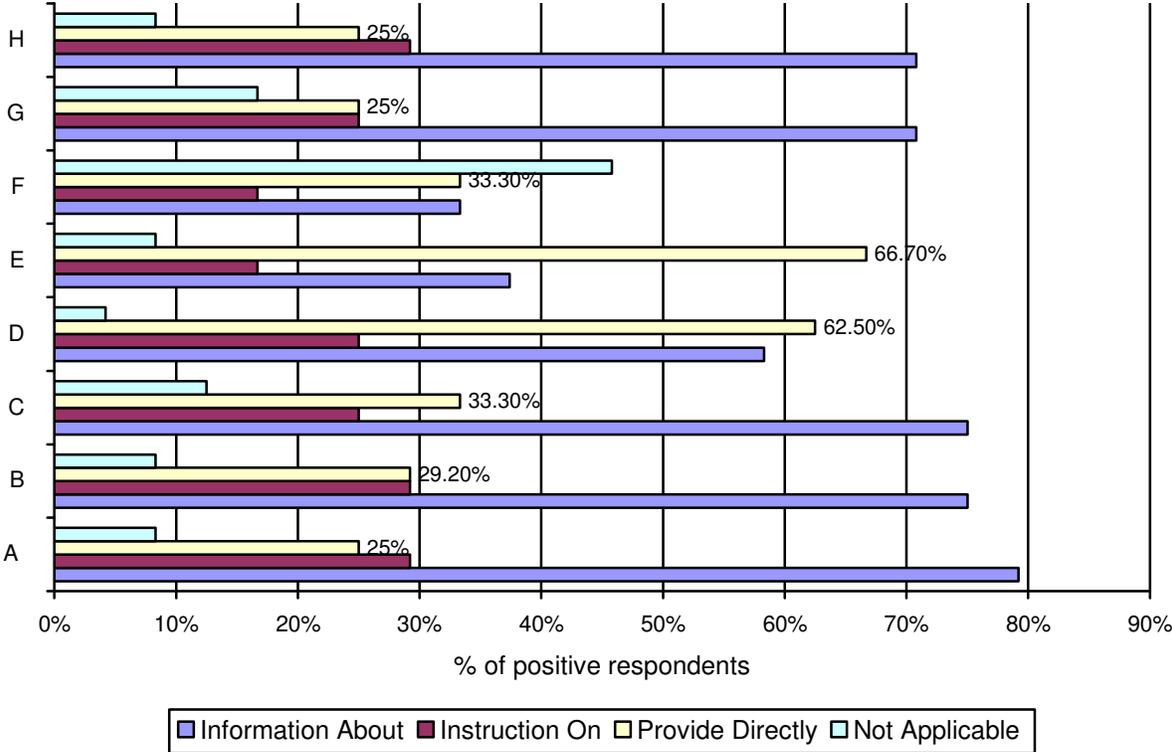
Appendix D: Survey Results

Which of the following pre-transition process support services does your program provide?								
I	<i>n</i>	Information About	<i>n</i>	Instruction On	<i>n</i>	Provide Directly	<i>n</i>	Not Applicable
A	19	79.20%	7	29.20%	6	25%	2	8.30%
B	18	75%	7	29.20%	7	29.20%	2	8.30%
C	18	75%	6	25%	8	33.30%	3	12.50%
D	14	58.30%	6	25%	15	62.50%	1	4.20%
E	9	37.40%	4	16.70%	16	66.70%	2	8.30%
F	8	33.30%	4	16.70%	8	33.30%	11	45.80%
G	17	70.80%	6	25%	6	25%	4	16.70%
H	17	70.80%	7	29.20%	6	25%	2	8.30%
Avg	15	62.48%	5.88	24.50%	9	37.50%	3.38	14.05%

A	We provide Admissions
B	We provide Financial Aid / scholarships
C	We provide Academic advising (course selection and registration)
D	We provide Campus tours and visits
E	We provide Guest speakers from postsecondary entities
F	We provide Peer Mentors
G	We provide selection of postsecondary programs
H	We provide selection of career options

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Question 1: Which of the following pre-transition process support services does your program provide?



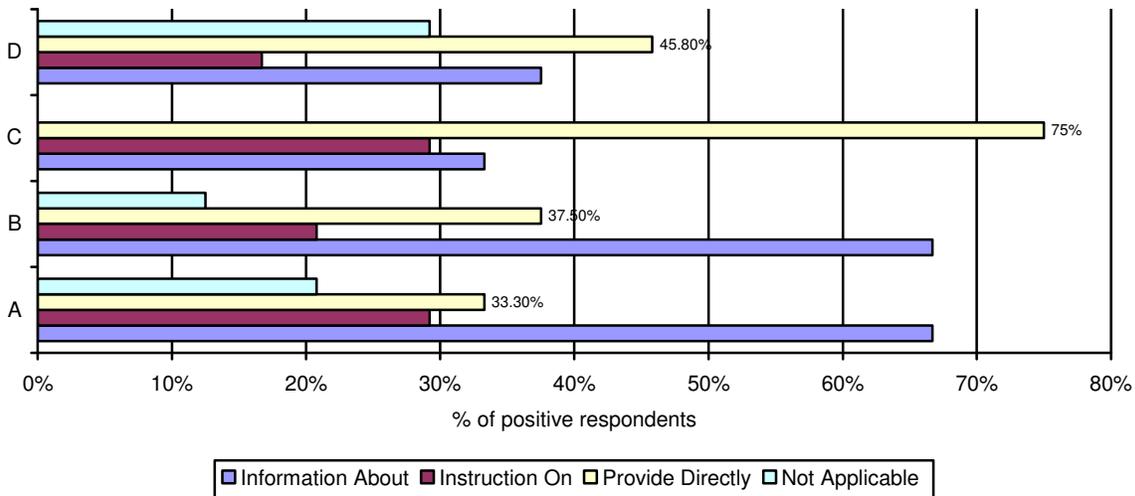
THECB Transition Project Report

Which of the following pre-transition affective support services does your program provide?

2	<i>n</i>	Information About	<i>n</i>	Instruction On	<i>n</i>	Provide Directly	<i>n</i>	Not Applicable
A	16	66.70%	7	29.20%	8	33.30%	5	20.80%
B	16	66.70%	5	20.80%	9	37.50%	3	12.50%
C	8	33.30%	7	29.20%	18	75%	0	0%
D	9	37.50%	4	16.70%	11	45.80%	7	29.20%
Avg.	14	51.05%	5.98	23.98%	10	47.90%	3.4	15.63%

- A We provide Academic Guidance/counseling (students gain information about educational planning, course planning and graduation requirements)
- B We provide Personal guidance/counseling (students receive services such as mental health counseling or crisis intervention)
- C We provide Motivation / support (students receive encouragement)
- D We provide Mentoring/coaching (students receive guidance/ direction)

Question 2: Which of the following pre-transition affective support services does your program provide?



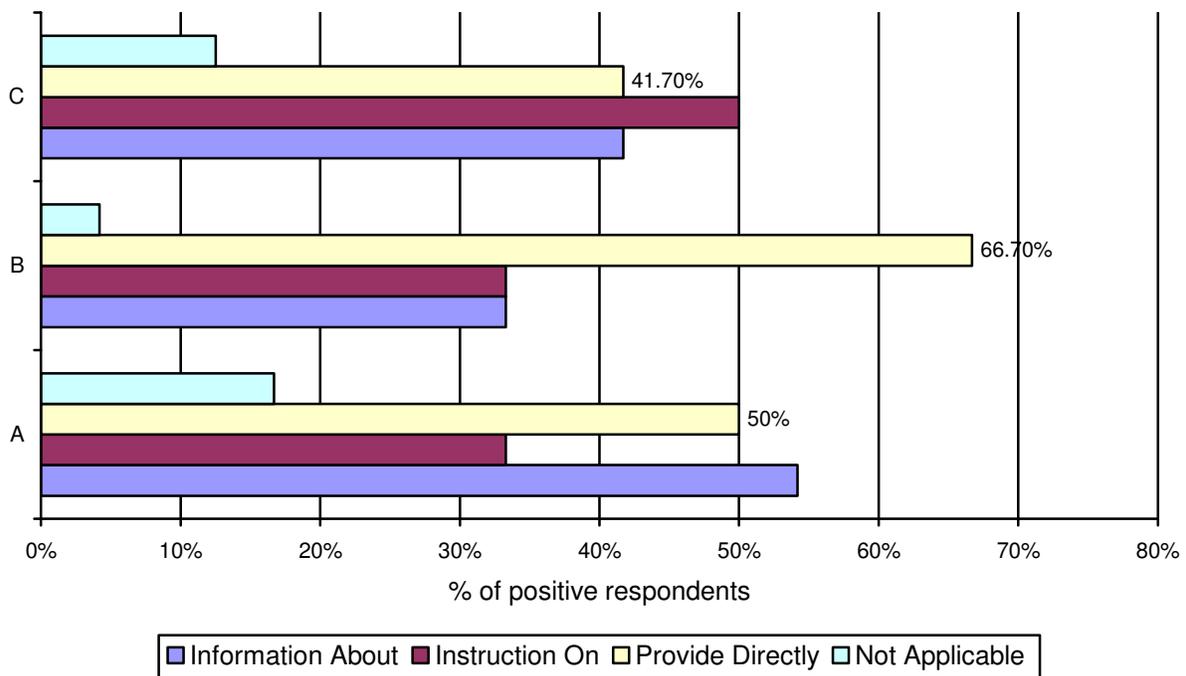
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Which of the following pre-transition cognitive support services does your program provide?

3	<i>n</i>	Information About	<i>n</i>	Instruction On	<i>n</i>	Provide Directly	<i>n</i>	Not Applicable
A	13	54.20%	8	33.30%	12	50%	4	16.70%
B	8	33.30%	8	33.30%	16	66.70%	1	4.20%
C	10	41.70%	12	50%	10	41.70%	3	12.50%
Avg.	11	43.07%	7.6	38.87%	12	52.80%	3.68	11.13%

- | | |
|---|---|
| A | We provide test preparation (content college readiness i.e. Accuplacer, THEA, COMPASS, SAT, ACT, and language college readiness i.e. TOEFL) |
| B | We provide Tutoring (i.e. Math, Reading, Writing, use of technology) |
| C | We provide learning to learn (i.e. strategies for comprehension, recall, note taking, study skills, text reading methods) |

Question 3: Which of the following pre-transition cognitive support services does your program provide?



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Briefly describe the most effective pre-transition organizational support services your program offers to support students who are transitioning to postsecondary education.

4

Significant areas identified from the data included

Intensive Summer Programs (ISP'S)

Collaborations and partnerships with community colleges

Importance of support services

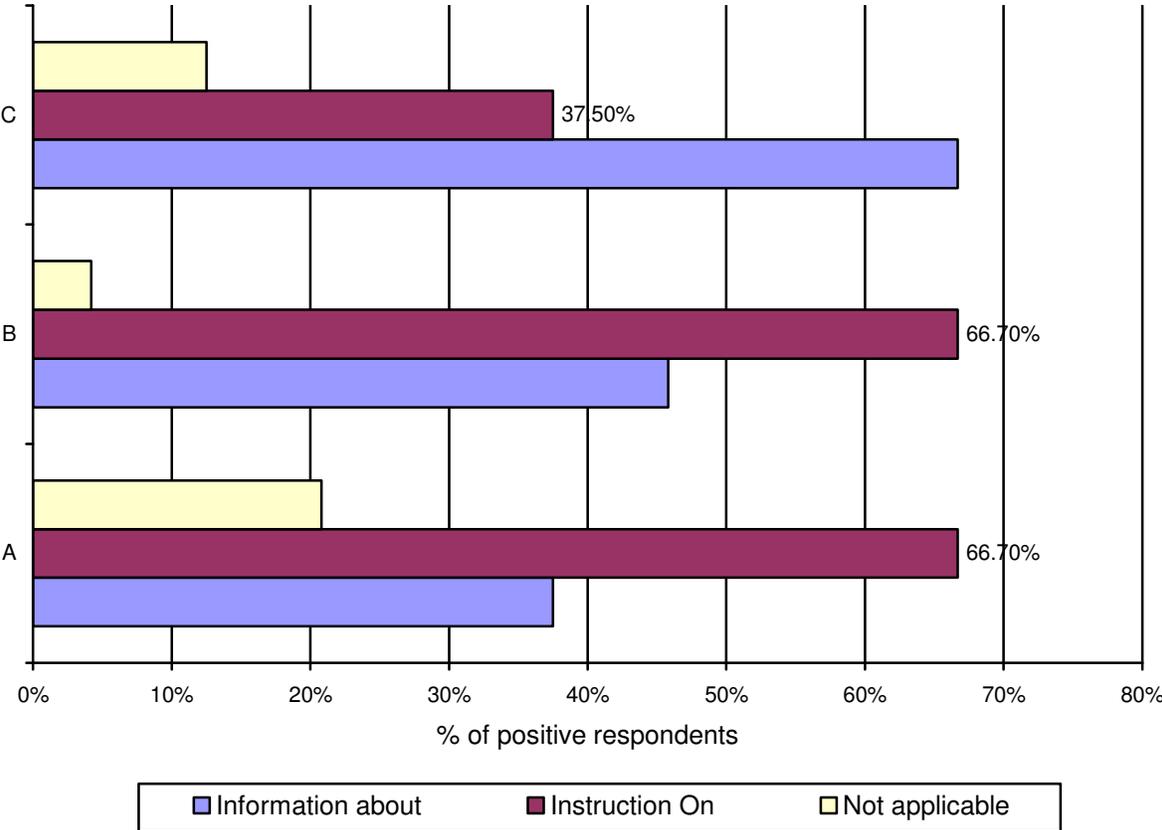
Which of the following academic preparation services does your program provide?

5	<i>n</i>	Information about	<i>n</i>	Instruction On	<i>n</i>	Not applicable
A	9	37.50%	16	66.70%	5	20.80%
B	11	45.80%	16	66.70%	1	4.20%
C	16	66.70%	9	37.50%	3	12.50%
Avg.	12	50.00%	12.1	56.97%	5.2	12.50%

- A We provide college entry content knowledge (i.e. Math, English/language arts, writing, social studies, science)
- B We provide test taking strategies in content areas
- C We provide career awareness / assessment (i.e. interests, skills and aptitudes)

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Question 5: Which of the following academic preparation services does your program provide?



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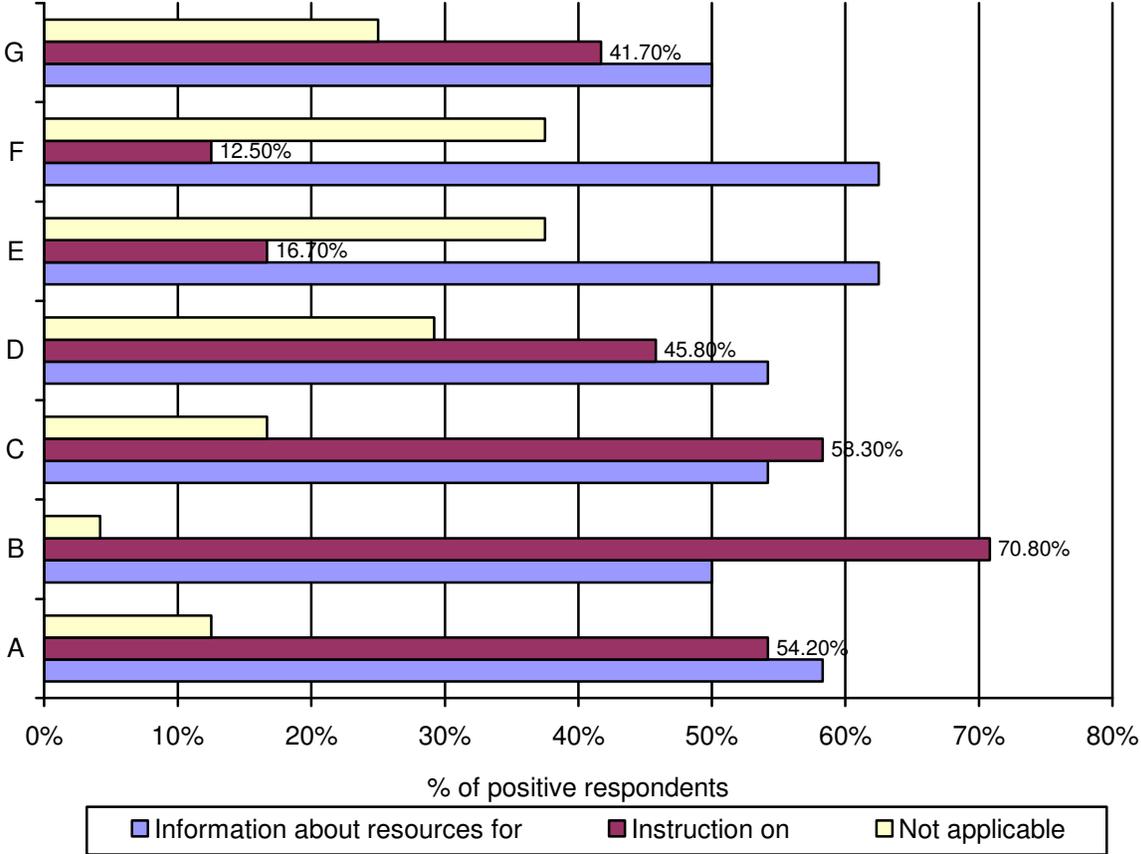
Which of the following personal readiness preparation services does your program provide?

6	<i>n</i>	Information about resources for	<i>n</i>	Instruction on	<i>n</i>	Not applicable
A	14	58.30%	13	54.20%	3	12.50%
B	12	50%	17	70.80%	1	4.20%
C	13	54.20%	14	58.30%	4	16.70%
D	13	54.20%	11	45.80%	7	29.20%
E	15	62.50%	4	16.70%	9	37.50%
F	15	62.50%	3	12.50%	9	37.50%
G	12	50%	10	41.70%	6	25%
Avg.	13	55.96%	10.3	42.86%	5.6	23.23%

- | | |
|---|---|
| A | We provide time management skills |
| B | We provide goal setting |
| C | We provide self-motivation / persistence |
| D | We provide supplemental services managing personal finance (i.e. living expenses, text books) |
| E | We provide supplemental services (obtaining child care) |
| F | We provide supplemental services (securing transportation) |
| G | We provide supplemental services (balancing work-life) |

THECB Transition Project Report

Question 6: Which of the following personal readiness preparation services does your program provide?



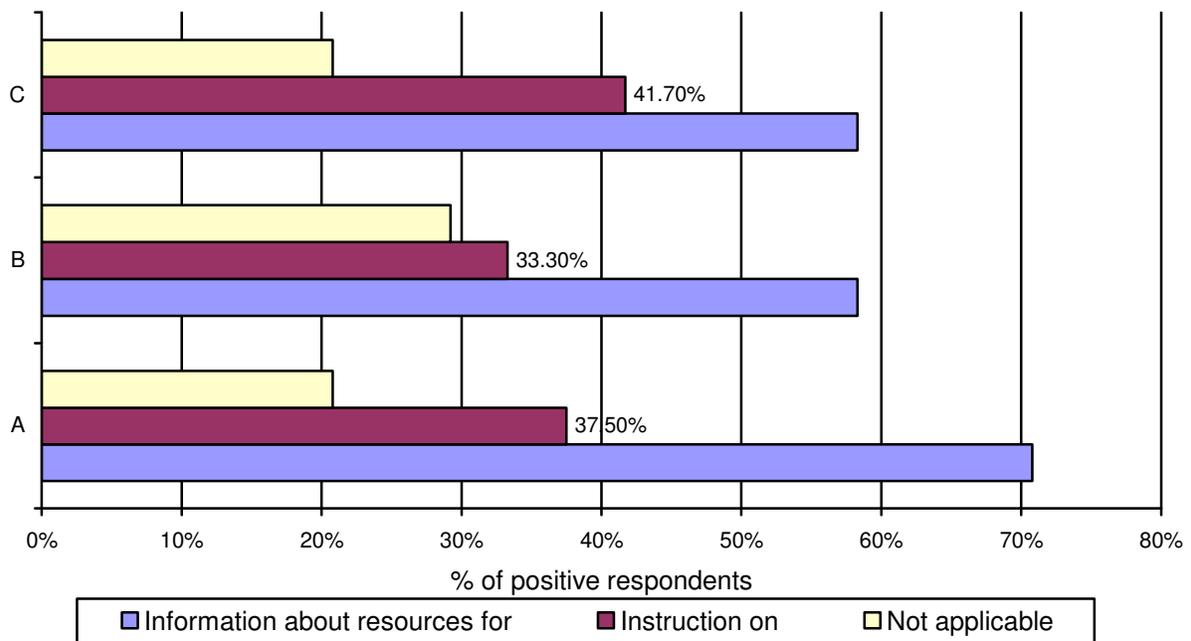
THECB Transition Project Report

Which of the following cognitive readiness preparation services does your program provide?

7	<i>n</i>	Information about resources for	<i>n</i>	Instruction on	<i>n</i>	Not applicable
A	17	70.80%	9	37.50%	5	20.80%
B	14	58.30%	8	33.30%	7	29.20%
C	14	58.30%	10	41.70%	5	20.80%
Avg.	15	62.47%	9	37.50%	5.7	23.60%

A	We provide self-regulation (i.e. academic behaviors, work habits, academic integrity)
B	We provide research and evaluation skills (i.e. reasoning, problem solving, research across the curriculum, use of data, and technology)
C	We provide skills integration (i.e. fostering intelligence, curiosity, reading and writing across the curriculum)

Question 7: Which of the following cognitive readiness preparation services does your program provide?



THECB Transition Project Report

Briefly describe the most effective individual readiness services your program offers to support students who are transitioning to postsecondary education

8

Significant areas identified from the data included

Individual advising

Empowering students to be responsible for their own education attainment

Providing individual attention to students in order to help identify their own strength and weaknesses

Enrollment in a coordinated learning community

Success Seminar Class (SSC)

Adult education reading program, STAR

A special needs program addressing learning disabilities

Teacher conferences with students

Counselors

Bridge programs

Financial support and scholarships

Information and coaching in specific areas necessary for each student to transition to postsecondary education

Establishing partnership with community colleges

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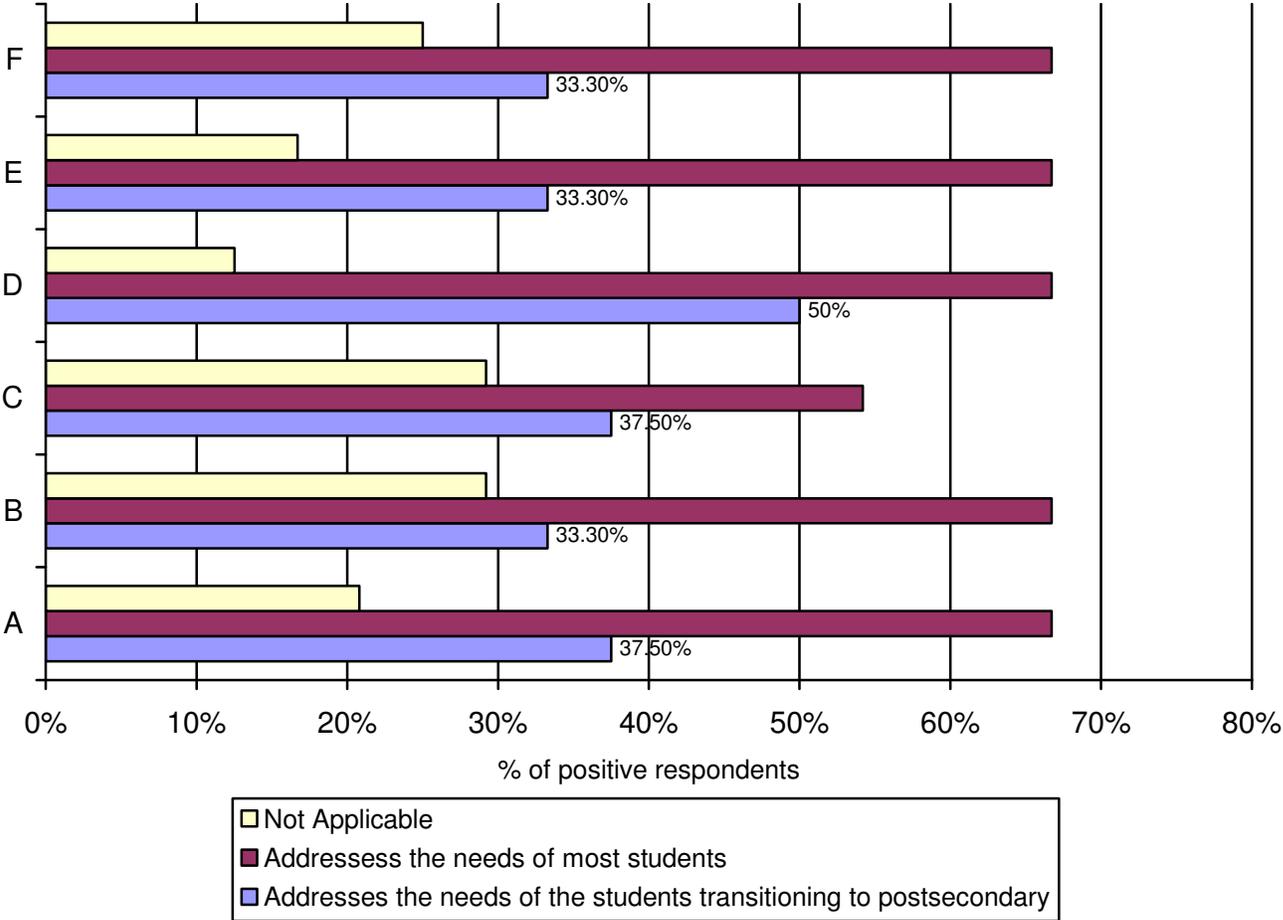
Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?

9	<i>n</i>	Addresses the needs of the students transitioning to postsecondary	<i>n</i>	Addresses the needs of most students	<i>n</i>	Not Applicable
A	9	37.50%	16	66.70%	5	20.80%
B	8	33.30%	16	66.70%	7	29.20%
C	9	37.50%	13	54.20%	7	29.20%
D	12	50%	16	66.70%	3	12.50%
E	8	33.30%	16	66.70%	4	16.70%
F	8	33.30%	16	66.70%	6	25%
Avg.	9	37.48%	15.5	64.62%	5.3	22.23%

- A We provide staff development
- B We provide collection / research on student data
- C We provide application of funds to meet specific student group needs
- D We provide collaboration / partnerships
- E We provide program evaluation
- F We provide clearly defined systems for progressing (i.e. pathways and processes)

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Question 9: Which of the following elements are currently incorporated into your plan for preparing students to transition to postsecondary education?



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Briefly describe the most effective elements of your program to support students who are transitioning to postsecondary education

10

Significant areas identified from the data included

Formal course syllabus

Financial support in the form of student loans, grants, etc

Teachers who care - take the time, and see transitioning as a part of what they do

Motivation, the yes you can message

Success Seminar Class (SSC)

Higher level classes that raise the level of instruction to mirror college level education

Collaboration with student relations officer

Teachers well prepared to teach content related to postsecondary transitions or courses

Referral to college counseling department

Bridge programs

Advisors

Collaborative agreements between ABE programs and higher education

Teacher training

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