Transitions to Post-Secondary Education and Training Panel

Panelists:

Cheryl Keenan, Office of Vocational and Adult Education
Debra Jones, California
Michelle Carson, Kansas
Dianne Duthie, Michigan
Liza Becker, Mt. San Antonio Community College, California
Kathleen Porter, Poway Adult School, California

Moderator: Pat Rickard, CASAS
California Transitions

Debra Jones
California Department of Education
djones@cde.ca.gov
The Message

- California Budget Flexibility
- State Employment Trends
- Economic Crisis
- Federal Administration
- State Legislature
- Reports
  - California Budget Project – cbp.org
- Strategic Plan Needs Assessment
  - www.otan.org
- Student Demographics
- The Basic Skills Delivery System
What We Learned

- 5 million adults w/o high school diploma
- 1 million dropouts every year
- 50% graduation rate for minorities
- 4 out of 5 C.C. students cannot do college level work
- 70% of C.C. students place in remedial-level math
- 42% place in remedial-level English
- 29% of graduating seniors are “college ready”
California's troubled future: too few with college degrees

Source: PPIC’s California 2025 report
California’s Students

California WIA, Title II Enrollment 2009-10

- None, 60.3%
- GED Certificate, 1.7%
- High School Diploma, 16%
- Technical/Certificate, 2.1%
- A. A./A.S. Degree, 1.2%
- 4 yr. College Graduate, 3.3%
- Graduate Studies, 1.3%
- Other Diploma/Degree, 2.4%
Transitions

- ESL
- ABE
- ASE
- CTE
  - Employment
  - Post Secondary

JACK O’CONNELL
State Superintendent
of Public Instruction
- Provide a pipeline of students who can meet demands of college level work.
- Create an environment in which educators, employers and public officials are jointly involved in state workforce and economic development policy.
- Use publicly allocated resources more effectively and efficiently.
A Strategic Response

- Supports the high school non-graduate
- Supports the student needing remediation
- Supports the unemployed and underemployed
- Requires significant community engagement
- Focuses on long-term solutions with short-term objectives
- Offers a model that is flexible and adaptable to local/regional needs
A Successful Transition System

Academic and Career Education Transition Services

- Guidance & Goal Setting (Individual Action Plan)
- General & Contextualized Instruction
- Links to Career & Education Pathways
- Other Transition Services (Bridge Programs to Post-secondary Education, Job Shadowing)
- Assessment (Academic, Workforce Readiness)
- Links to Social Services (Child Care, Transportation)
- Academic Support (Tutoring, Mentoring)
- Links to Dual Enrollment Programs

Transition:
- Postsecondary Education and Training
- Employment
- Career Advancement
- Civic Responsibility
- ABE Initiative
- National College Transition Network - Summit
- TEAL
- National Career Awareness Project
- NRS Strategic Planning
- Policy to Performance
- AB 1315
- Professional Development
- WIA 12-13
All of us are driven by a simple belief that the world as it is just won’t do – that we have an obligation to fight for the world as it should be.

Michelle Obama
Transitions to Post-Secondary Education and Training Panel

Michelle Carson, Associate Director
Kansas Board of Regents
Adult Education
mcarson@ksbor.org  785-368-7359
FY2003:
Thirty programs...
2987 level 4, 5 and 6 learners 53.35 average hours of attendance
2827 with goal of achieving the GED...96% of all level 4, 5 and 6 learners
1742 earned the GED...61.5% of those with the goal...
and 58% of all level 4, 5 and 6 learners
575 with goal of entering postsecondary education...19% of level 4, 5 and 6 learners
293 entered postsecondary education...51% of those with the goal...
9.8% of all level 4, 5 and 6 learners
FY2010:
Twenty-four programs…
2510 level 4, 5 and 6 learners 77 average hours of attendance…42% increase from FY2003
1700 with goal of achieving the GED…67.7% of all level 4, 5 and 6 learners
1314 earned the GED…77% of those with the goal…
and 52% of all level 4, 5 and 6 learners
1077 with goal of entering postsecondary education…42% of level 4, 5 and 6 learners
767 entered postsecondary education…71% of those with the goal…
and 30.5% of all level 4, 5 and 6 learners
Culture change

- Teachers needed to KNOW that students needed more than a GED/HS Diploma
- Students needed to KNOW college was possible
- Professional development ‘set the bar higher’ with support
  - Teacher’s Investigating Adult Numeracy
  - Goal Setting/Goal Getting
  - Content Standards
System Change

- Survey PSE goal-setters vs. Follow-up and support of goal-setters
- Data collection requirements and accountability
  - Demonstrate ‘College Readiness’?
  - College placement exam scores
  - GED minimum scores and required OPT
    - GED—Minimum score of 420 on each of the five tests with an average score of 450 (2250 total points) on all five tests.
    - OPT—Minimum score of 450 on each of the five tests with an average score of 500 (2500 total points) on all five tests.
  - Intended and unintended consequences
Financial Support from NEW Funding Streams

- **FY2008 to FY2010**
  - Next Step Grant (OVAE’s Ready for College Grant) 18 – 21 year olds
  - KAN-GO (federal incentive funding)

- **FY2011 to FY2012**
  - KAN-GO II (jointly funded by Department of Commerce and KBOR AE)
  - KHPOP Kansas Health Professionals Opportunity Project (funded by U.S. Department of Health and Human Services and managed by KS Dept. of Commerce)
  - Career Pathways Grant (U.S. Department of Labor and managed by KS Dept. of Commerce)
  - ABE to Credentials Planning Grant (Jobs for the Future and managed by KBOR AE and Career and Technical Education)
<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Total Number Next Step Participants</th>
<th>Number of Next Step Participants Completing a Level</th>
<th>Percentage of Next Step Participants Completing a Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Intermediate High</td>
<td>296</td>
<td>171</td>
<td>58%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>151</td>
<td>83</td>
<td>55%</td>
</tr>
<tr>
<td>ASE High</td>
<td>189</td>
<td>169</td>
<td>89%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>636</td>
<td>423</td>
<td>67%</td>
</tr>
</tbody>
</table>
## NEXT STEP Final Performance Report

### FY Number of All AE Participants at the ABE Intermediate High, ASE Low and ASE High Levels

<table>
<thead>
<tr>
<th>FY</th>
<th>Number of All AE Participants with the Goal of Entering Postsecondary Education</th>
<th>Number of All AE Participants who Achieved the Outcome of Entering Postsecondary Education</th>
<th>Number of All AE Participants who Achieved the Outcome of Entering Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1109</td>
<td>371</td>
<td>238</td>
</tr>
<tr>
<td>2009</td>
<td>1122</td>
<td>389</td>
<td>261</td>
</tr>
<tr>
<td>2010</td>
<td>1227</td>
<td>448</td>
<td>271</td>
</tr>
</tbody>
</table>

### Percentage of Next Step Participants who Achieved the Outcome of Entering Postsecondary Education

<table>
<thead>
<tr>
<th></th>
<th>Number of Next Step Participants with Goal of Entering Postsecondary Education</th>
<th>Number of Next Step Participants who Achieved the Outcome of Entering Postsecondary Education</th>
<th>Percentage of Next Step Participants who Achieved the Outcome of Entering Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>327</td>
<td>180</td>
<td>55%</td>
</tr>
<tr>
<td>2009</td>
<td>327</td>
<td>180</td>
<td>67%</td>
</tr>
<tr>
<td>2010</td>
<td>327</td>
<td>180</td>
<td>60%</td>
</tr>
</tbody>
</table>
## FY2010 KAN-GO Outcomes

<table>
<thead>
<tr>
<th>Program</th>
<th># Goals Transitioned to Targeted Course</th>
<th># Transitioned to Targeted Course</th>
<th># Goals WorkReady! Certificates</th>
<th># Obtained WorkReady! Certificates</th>
<th># Goals Completed Targeted Course</th>
<th># Completed Targeted Course</th>
<th># Goals Employment</th>
<th># Entered Employment</th>
<th>TOTAL ACTUAL Outcomes</th>
<th>KAN-GO Funds Received</th>
<th>Cost per Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Co. CC</td>
<td>50</td>
<td>41</td>
<td>40</td>
<td>13</td>
<td>38</td>
<td>34</td>
<td>25</td>
<td>7</td>
<td>95</td>
<td>$ 20,685</td>
<td>$ 218</td>
</tr>
<tr>
<td>Colby CCC</td>
<td>20</td>
<td>31</td>
<td>30</td>
<td>36</td>
<td>16</td>
<td>10</td>
<td>29</td>
<td>0</td>
<td>1</td>
<td>$ 30,000</td>
<td>$ 309</td>
</tr>
<tr>
<td>Cowley CC</td>
<td>30</td>
<td>17</td>
<td>30</td>
<td>11</td>
<td>30</td>
<td>12</td>
<td>30</td>
<td>12</td>
<td>52</td>
<td>$ 50,000</td>
<td>$ 962</td>
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<tr>
<td>Emporia FHTC</td>
<td>45</td>
<td>41</td>
<td>30</td>
<td>17</td>
<td>40</td>
<td>29</td>
<td>10</td>
<td>7</td>
<td>94</td>
<td>$ 30,606</td>
<td>$ 326</td>
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<tr>
<td>Garden City CC</td>
<td>60</td>
<td>55</td>
<td>120</td>
<td>94</td>
<td>36</td>
<td>48</td>
<td>30</td>
<td>5</td>
<td>202</td>
<td>$ 46,000</td>
<td>$ 228</td>
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<tr>
<td>Hutchinson CC</td>
<td>8</td>
<td>13</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>28</td>
<td>$ 13,275</td>
<td>$ 474</td>
</tr>
<tr>
<td>Johnson Co. CC</td>
<td>75</td>
<td>99</td>
<td>150</td>
<td>184</td>
<td>20</td>
<td>27</td>
<td>20</td>
<td>6</td>
<td>316</td>
<td>$ 100,000</td>
<td>$ 316</td>
</tr>
<tr>
<td>Kansas City KS CC</td>
<td>25</td>
<td>23</td>
<td>40</td>
<td>62</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>105</td>
<td>$ 40,000</td>
<td>$ 381</td>
</tr>
<tr>
<td>Manhattan USD 383</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>46</td>
<td>$ 29,000</td>
<td>$ 630</td>
</tr>
<tr>
<td>Neosho Co. CC</td>
<td>60</td>
<td>56</td>
<td>90</td>
<td>63</td>
<td>48</td>
<td>29</td>
<td>14</td>
<td>17</td>
<td>165</td>
<td>$ 84,599</td>
<td>$ 513</td>
</tr>
<tr>
<td>Wichita ATC</td>
<td>60</td>
<td>32</td>
<td>100</td>
<td>31</td>
<td>50</td>
<td>10</td>
<td>35</td>
<td>2</td>
<td>75</td>
<td>$ 90,000</td>
<td>$ 1,200</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>451</strong></td>
<td><strong>424</strong></td>
<td><strong>660</strong></td>
<td><strong>531</strong></td>
<td><strong>294</strong></td>
<td><strong>258</strong></td>
<td><strong>176</strong></td>
<td><strong>62</strong></td>
<td><strong>1275</strong></td>
<td><strong>$ 534,165</strong></td>
<td><strong>$ 419</strong></td>
</tr>
</tbody>
</table>
Lessons Learned and Resources to Share

- **Data data data**
  - Identify baseline data points and track progress data
  - Ensure goal setting and follow up are formalized prescriptive practices
  - Involve your teachers in data collection and quality

- **Partners partners partners**
  - Workforce—not just Title 1 and 1b, but the business services representatives
  - Employers
  - TANF, foster care, voc rehab

- **Money money money**
  - Look at how and for what your state or program is allocating funding
  - Find common participants and shared needs—then talk money with partners
Resources

- KBOR AE Transition Toolkit
  www.kansasregents.org
- Standards-in-Action
  http://www.adultedcontentstandards.ed.gov/
- TIAN/ANI
  http://adultnumeracy.terc.edu/TIAN_home.html
- Goal Setting/Getting PD, Checklists and Resources
- Workforce Partner Resources
  http://www.cord.org/ncpn-index.cfm
  https://www.workforce3one.org/
  http://www.ncwe.org/

- Accelerated learning opportunities
  - I-BEST (Washington State)
    http://www.sbctc.edu/college/e_integratedbasiceducationandskillstraining.aspx
  - Jobs for the Future
    - Breaking Through Initiative
  - ABE to Credentials
    http://www.jff.org/projects/current/education/abe-credentials/1172
Connect adult workers to post-secondary education & employment
One in three adults lack the basic skills needed to pursue post-secondary education!
Michigan’s Response

- No Worker Left Behind
- Career Pathways
- Regionalization
- Detroit Learning Labs
- Project Ideal
Perpetuation of Change

- Joyce Foundation’s Shifting Gears
- Breaking Through (community colleges)
- Achieving the Dream (community colleges)
Challenges

- Articulation of value of adult education programs
- Tracking outcomes
- Relationships between basic skills providers & partners
The Future

- Integration of Perkins programs
- Raise awareness of need
- Opportunities and creative ways
- Identify high demand jobs
Transitions to Post-Secondary Education and Training

Noncredit to Credit Transitioning Matters for Mt. SAC’s Adult ESL Learners

Liza Becker, Ed.D.
Director, ESL
Mt. San Antonio College
Lbecker@mtsac.edu
I think: Why not? Why not!? As a human being, we always are looking for a better life. And in Colombia, the situation is difficult. Every day, the government is close every hospital... Many people say, “Oh, [to] get a nursing license ... in the United States is very difficult. The test is difficult. Eh, okay! Everything that I [do] in this country, I feel like I win something because it’s completely new life. It’s new life!

-Flora, 46

Presentation Contents:

I. About *noncredit ESL* at Mt. San Antonio College (Mt. SAC)
II. Scholarly research regarding *Transitions*
III. Mt. SAC’s bridge-to-credit program: *VESL Career Paths*
Part I: About Noncredit ESL at Mt. SAC

College & Program Profile
Issues & Needs of our Adult Immigrant Learner
Mt. San Antonio College (Mt. SAC)

Serves 17 communities in Southern CA’s San Gabriel Valley

Over 60,000 Students (Ss), including credit, noncredit, fee-based programs

52% Credit Ss are first-generation

38% Credit Ss’ first language is not English

American Language (AMLA) is credit version of ESL in Humanities Division

English as a Second Language (ESL) Department

Noncredit ESL is under the umbrella of Continuing Education Division

Programs include ESL (7 Levels), VESL Career Paths, & occasional fee-based projects

Annual enrollment in ESL = 3,400 (unduplicated) students

Student support includes counseling (1.5 FT) and matriculation coordinator (1 FT) dedicated to ESL dept.
The Population We Serve

Mt. SAC ESL Student Profile

Majority Adult Learners

85% of ESL students are non-traditional college age, with special characteristics, learning styles, & external demands.

Bimodal Educational Background & Experience

50.5% H.S. or GED (35.4% < 12th grade)

46.5% College Degree (23.4% ≥ B.A./B.S.)
63% of Mt. SAC’s ESL students want to continue along the academic track upon completing noncredit ESL.

*Mt. SAC ESL Database, Spring 2011
Persistence & Level Progress within Noncredit ESL (CASAS Data*)

Consistently above the state average
Transitioning from Noncredit to Credit within the Community College System (ARCC Data*)

90% of noncredit Ss (ABE, ESL, etc.) who **transitioned** to credit earned units during 1st term*

Completion of units in 1st term = one measure of “success”

70% of this cohort **started in noncredit ESL***

*ARCC Supplemental, Focus on Results, 2008 (2004-07 cohort). Data re: actual number of Ss who transitioned statewide was incomplete, ranging from 5 – 30% depending on the district.
The Primary Issue

Equal access to NC ESL ≠ Successful Transition into Credit . . .

• For every student who identifies a postsecondary goal
• Even with open-entry, equal access to flexibly scheduled, & tuition-free programs

Need for Scholarly Research

To better understand the perceptions and experiences of adult immigrant learners who are . . .

• At the highest level of NCr ESL
• At an academic crossroads in their lives
Part II: Transitions Research

The Overarching Question

What are the experiences and perceptions that support or impede academic progress for noncredit ESL learners upon exiting the program?

Research Questions

1. **Opportunities and Challenges**: What opportunities and challenges did the participants identify as factors that affected their transitioning plans from noncredit to credit?

2. **Educational Background**: What influence did personal and generational background in education have in their decision to progress on track to credit?

3. **Sense of Self-Identity and Marginality/Mattering**: How were the individuals adjusting personally to their new cultural environment and interacting within their wider social milieu?

*Becker (2010)*
The Transitioning Process for Adult Immigrant Learners

Conceptual Framework*

*Becker (2010)

- **Cultural capital** is exhibited in the differential success within society due to value assigned to resources by dominant culture; a centralized position in the social field (Bourdieu, 1972/77) . . . Language is the **communal treasure** acquired with the right economic & social mobility (Bourdieu, 1991)

- **Habitus** is the tacit social conditioning of individuals or groups; reproducing generational behavior and actions (Bourdieu & Passeron, 1977/90) . . . Group actions “collectively orchestrated without the action of a conductor” (Bourdieu, 1972/1977, p. 73)
Postsecondary Ed. research utilizing Bourdieu’s constructs

- **Persistence** (Curry, 2001)
- Social **networking and resource access** (Farmer-Hinton, 2008)
- **Resiliency** (Morales, 2008)
- **Cache of resources immigrants bring** (Fernández-Kelly, 2008)

Adult Learning Theory

- **Characteristics** of adult learners (Brookfield, 1986)
- **Emancipatory** ⇒ *transformational* ⇒ critical reflectivity (Mezirow, 1981)
- **Autonomy & interconnectedness** (Le Cornu, 2009)
- *Inter-role* conflict of work-family-school (Giancola, et al., 2009)
- **Investment** vs. motivation (Pierce, 1995)

Marginality / Mattering

- **Self-identity and connectedness** (Schlossberg, 1989)

*Becker (2010)*
**Type of Study:** Phenomenological approach utilizing a semi-structured interview process.

**Site:** “Sunkist” Community College, “ESL Bridge” program

**Participants:** 17 ESL students who had completed the highest levels of noncredit ESL and were at an academic crossroads

- Ranged in age from 28 – 56 yrs. (avg. = 40)
- Educational background ranged from 3rd grade to Bachelor’s Degrees
  - H.S. or Below = 5 Ss
  - Postsecondary Degree = 12 Ss
- Countries of origin included Mexico (6), China (3), Columbia, Ecuador, El Salvador, Korea, Kuwait, Peru, Vietnam

*Becker (2010)*
A collective set of experiences emerged that transcended the participants’ age, educational backgrounds, socioeconomic status, or countries of origin, AND . . .

Three divergent groups emerged rather than the two anticipated ones of “transitioning” / “not transitioning” to credit.

*Becker (2010)
The Collective Experiences

Themes Shared by All:

1. Reason for Immigration
   • Job opportunities for self or family member (11)
   • Kinship ties and family obligations (7, all female)
   • Freedom from oppression and concerns for personal safety (3, all male)

2. Facilitative Role of Noncredit ESL Program
   • Strong teaching and learning practices (15)
   • Benefits of integrated student support services (13)
   • Accommodating the diverse needs of the learners (10)
   • High program expectations/standards and a great value (6)

3. English Competency
   • Perceived lifelong learning need to improve English beyond the ESL program (15)

*Becker (2010)
### Collective Noncredit ESL Experiences & Perceptions

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transitioned</strong>&lt;br&gt;On Track to Credit &amp; Beyond (9 participants)</td>
<td><strong>Postponed</strong>&lt;br&gt;Credit Temporarily (6 participants)</td>
<td><strong>Canceled</strong>&lt;br&gt;Plans for Credit (2 participants)</td>
</tr>
</tbody>
</table>
Transitioning Group: Successfully completed 1 or more credit courses. All had strong educational background both personal & generational, with one exception . . .

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Level of Education</th>
<th>Field of Study</th>
<th>Family Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegra</td>
<td>Technical/Vocational Certificate</td>
<td>Secretarial Sciences</td>
<td>B.A. (Sister)</td>
</tr>
<tr>
<td>Anne</td>
<td>Bachelor’s Degree</td>
<td>Architecture</td>
<td>Ph.D. (Husband) M.A. (Sisters)</td>
</tr>
<tr>
<td>Flora</td>
<td>Bachelor’s Degree</td>
<td>Nursing</td>
<td>Ph.D. (Sister) M.A. (Sister)</td>
</tr>
<tr>
<td>Ibrahim</td>
<td>2 Bachelor’s Degrees</td>
<td>Religion Studies, Arabic Languages</td>
<td>Ph.D. (Father and Brother) B.A. (Brother)</td>
</tr>
<tr>
<td>Lei</td>
<td>Bachelor’s Degree, Master’s Degree (incomplete)</td>
<td>Engineering, Business Administration</td>
<td>M.B.A. (Husband)</td>
</tr>
<tr>
<td>Mei</td>
<td>Bachelor’s Degree</td>
<td>International Business</td>
<td>B.A. (Mother)</td>
</tr>
<tr>
<td>Reina</td>
<td>Technical/Vocational Certificate, Bachelor’s Degree (incomplete)</td>
<td>Secretarial Sciences (Cert.), Telecommunications Engineering</td>
<td>B. S. (Sisters)</td>
</tr>
<tr>
<td>Tran</td>
<td>High School Diploma</td>
<td>N/A</td>
<td>Teaching Credential (Brother)</td>
</tr>
<tr>
<td>Victoria</td>
<td>Bachelor’s Degree (incomplete)</td>
<td>Administration and Finance</td>
<td>B.S. (Sister)</td>
</tr>
</tbody>
</table>

*Becker (2010)*
1. Had **strong educational background**, both personal & generational
2. Focused on **degree attainment and a career**, either new career or resuming former one
3. Able to **access the appropriate people and information** in the noncredit ESL program for personal advancement
4. Having **issues of adjustment** to a new social environment
5. Were **financially stable** or privileged, no need to work

*The most happy things for me in American is I have come back to school, again. In China, you didn’t have chance go back to school, after forty or something like this. Even you pay money, it’s not easy. Right now, easy for me to come back to school. For me, it’s the most happiness thing is here [in ESL Bridge].*

~ Lei (43), Transitioned to Credit

*Becker (2010)*
Group 2: Postponing Group*

Postponing Group: Limited educational background both personal & generational, with one exception. Hoping to take credit ESL within the next academic year.

<table>
<thead>
<tr>
<th>Highest Level of Education</th>
<th>Previous Occupation</th>
<th>Current Occupation</th>
<th>Family Educational Background</th>
</tr>
</thead>
</table>
| Diana                      | Accounting Supervisor, Major Corporation | Warehouse Distribution Clerk | M.D. (Sister)  
D.D.S. (Sister)  
B.A. (Father) |
| Dolores                    | Administrative Assistant, Hospital + Cashier in Family Grocery Store | Housekeeper | No College |
| Emilio                     | Farm Hand (Family Owned Ranch) | Welder | No College |
| Lynda                      | Babysitter | Deli Service Clerk, Spanish Market | No College |
| Martina                    | Babysitter + Leather Factory Assembly Clerk | Homemaker | No College |
| Xavier                     | Farm Hand (Tenant Farming) + "Helper" at Furniture Store | Gardner (Full-time w/ Benefits) | No Formal Education |

*Becker (2010)
1. Had **limited educational background**, both personally & generationally

2. Did **intend to go to credit** within the year, but were challenged by **conflicting role demands** of work, family and school

3. Focused on **job security** and maintaining a **steady income, valued at the workplace** for communicative competence in English

4. Were **reticent to use available resources** in order to access more personalized information

5. Expressed an **innate sense of inadequacy** for self and group affiliates

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*I gonna be success when I get the goals that I want, like my career, example like my career or when I get married and maybe have my baby; and I know if get, if I have more knowledge, I’m going to give more knowledge my baby and I’m going to teach him more things than my father’s teach me. And I’m going to be prepared person.*

~Lynda, Postponed Transition
Canceling Group: Strong educational background both personal & generational but with career burnout!

<table>
<thead>
<tr>
<th></th>
<th>Highest Level of Education for Canceled Credit Group</th>
<th>Family’s Educational Background</th>
<th>Previous Occupation</th>
<th>Current Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther</td>
<td>Bachelor Degree in Teaching, Emphasis in Special Education</td>
<td>M.A. (Spouse)</td>
<td>Special Education Instructor and School Proprietor</td>
<td>Homemaker</td>
</tr>
<tr>
<td>Oscar</td>
<td>Bachelor Degree in Computer Science</td>
<td>M.D. (Sister)</td>
<td>Computer Network Administrator at a Government Agency</td>
<td>Computer Technician and Web Designer (Independent)</td>
</tr>
</tbody>
</table>
1. Have **high educational background**, both personal & generational

2. Had well established **career history** in native country but with **negative experiences**

3. Have discovered a **new self-identity and a sense of independence** from social constraints or dangers

4. Are **self-directed** with **lifelong learning plans** on their own terms

---

Right now, I can do nothing. I, I want to follow, to continue my education but I stay right now in the middle of the ocean, alone. Maybe, maybe I think . . . With problem I real sure is with the person, me. I don’t try to talk with [the counselor], I don’t try. Maybe if I talk with him, maybe he recommend me some way or some career I can study, but I think the problem is not the people that work here . . . It’s the student, the student is the real problem.

~ Oscar, Canceled Transition

*Becker (2010)*
Summary of Major Findings*

- Participants with **high educational background and cultural capital:**
  - Feel some strain in adjusting to a new culture
  - **Eager to transition** to credit & degree attainment
  - Utilize strategies of **networking & accessing information**
  - Desire a more **centralized role** in their adopted homeland

- Participants with **low educational background and cultural capital**
  - Still **marginalized** from the dominant culture
  - Have made great advancements in social mobility
  - Tend to **underutilize** available resources
  - Struggle with **conflicting roles**
  - Have the hope and desire for educational advancement

*Becker (2010)
Recommendations for Practice*

Classroom Level:
Develop curriculum that includes critical reflection and emancipatory stance in addition to core English skills to promote learner awareness of academic options.

Program Level:
Tightly link noncredit instruction and support services to promote visible and accessible information and advise regarding academic progress.

District Level:
Involve the college community in exploring and understanding the issues and special considerations of adult immigrant learners who have transitioned into credit in order to promote persistence and success.

*Becker (2010)
Part III: Transitioning at Mt. SAC
VESL Career Paths Program

VESL Open House recruitment presentation
(Mt. SAC’s ESL Level 5 & 6 students)
Welcome to the VESL Program
The Pathway to Your Future Success!

Presentations are conducted by either faculty, staff, or administrator

Presenter: Dana Miho, VESL Instructor & Project Coordinator

May 3, 2011
What is VESL Career Paths?

- Vocational English as a Second Language, not just a job but a career path
- Advanced ESL Students – Levels 5 & 6 who are ready to move on
- Credit & Noncredit Instructors – modeled after credit classes
- A “Package Deal” of Classes
- No Fee – Just Books & Parking
- A Learning Community
- A Bridge to Success

Emphasis on cohort aspect, learning community and integrated curriculum
VESL is for Students Who . . .

- Have been working for many years and now need more language skills for better job opportunities.
- Need more English and computer skills in order to be more active in their family’s life and in their community.

Helps them to relate and envision themselves as VESL participants.
VESL is for Students Who . . .

- Want a **college degree** but need to improve English and study skills before they transfer to credit.

- Have a college degree and work experience from their native country but need to improve their English so they can earn a **vocational certificate** or pass a **board exam**.
VESL Open House

Station 1
(ESL Library)
VESL Program Overview
Q & A

Station 2
(Rm. 228/238)
Computer Lab Student Demonstrations

Station 3
(Rm. 286)
Classroom Projects & Refreshments

Current VESL students do a good deal of the preparation for this event!

Lbecker@mtsac.edu
The Secret to Success

Communication Skills

Collaboration & Teamwork

Critical Thinking Skills

Use of Technology

We mention SCANS Competencies, 21st Century Work Skills
Students who complete the VESL program...

- Increase **English** Proficiency
- Gain experience using **computers**
- Learn how to design and give media **presentations**
- Develop **job** search and interviewing skills
- Earn **certificates** in keyboarding speed
- Earn a **certificate of completion** for VESL
- Earn **credit-by-exam** in computer courses
VESL Classes

**VESL 1 (1st Semester)**

1. Keyboarding (CS 11)
2. VESL Speaking C
3. VESL Writing C
4. Career & Life Planning

**VESL 2 (2nd Semester)**

1. Microcomputer Applications (CSB 15)
2. English (AMLA or English)
3. Elective (Optional)

Emphasis on the two-term commitment and the “3-Cs” (communication, computers, career)
VESL 1 Computer Class

- Learn Keyboard-by-Touch Method
- Practice a Variety of Computer Skills
  - Format documents (MS Word): Letters, memos, reports, tables, reference notations
  - Email messaging: send/receive email, attach files/pictures, open an attachment
- Improve Typing Speed & Accuracy
  - Timed Writings: 30 wpm for 3 minutes with 1 error or less
  - Typing Certificate
- Earn Credit-by-Exam
  - Banked until you complete one credit course as a credit student
VESL 1 Communication Classes

**VESL Speaking C**
- Improve *listening skills* for note-taking or identifying main ideas in speeches
- Increase *critical thinking skills* by discussing cultural similarities and differences
- Build up *confidence in speaking* by giving informal and formal class presentations

**VESL Writing C**
- Explore the various types of *writing styles*
- Practice the *process of writing* (brainstorming → organizing information → draft revisions)
- Improve *grammar & mechanics* through the editing of drafts
- Advance from paragraph writing to *essay writing*

Modeled and taught in the style of credit ESL – topics, assignments, measurable outcomes
Career & Life Planning Class

- Learn study skills & time management for academic success
- Research careers that match your interests and experience
- Develop an education plan to follow for the future
- Create a useful resume and practice interviewing skills
## VESL 1 Daytime Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30 – 10 a.m.</strong></td>
<td>VESL Speaking C</td>
<td></td>
<td>VESL Speaking C</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10 – 11:30 a.m.</strong></td>
<td>VESL Writing C</td>
<td></td>
<td>Career &amp; Life Planning</td>
<td>VESL Writing C</td>
<td></td>
</tr>
<tr>
<td><strong>11:30 – 1 p.m.</strong></td>
<td>Computer Keyboarding</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>1 – 1:30 p.m.</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Plus 3 hours or more in the computer lab

Higher rate of transition to credit in daytime VESL (more Ss with high cultural capital)

Lbecker@mtsac.edu
### VESL 1 Evening Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>6:30 PM</td>
<td>10:00 PM</td>
<td>VESL Speaking C</td>
<td>Computer</td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>VESL Speaking C</td>
<td>Career &amp; Life</td>
<td>Keyboarding</td>
<td>Writing C</td>
<td>Keyboarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning</td>
<td>Lecture + Lab</td>
<td>Lecture + Lab</td>
<td>Lecture + Lab</td>
</tr>
</tbody>
</table>

**Lower rate of transition but higher cultural capital in the workplace for these students (becoming supervisors or gaining promotions)**

Lbecker@mtsac.edu
**CSB 15: Microcomputer Applications**

- **Internet**: Searching, Sending email and attachments
- **Essential Computer Concepts**: Hardware/Software
- **Windows Operating System** to manage disks and files.
- **Word**: Create and edit documents with Word Processor
- **Excel**: Use Spreadsheet software for business applications
- **Access**: Create, maintain and query information using a Database Management System
- **PowerPoint**: Produce a presentation using Presentation software

- Earn Credit-by-exam
VESL 2 – Continue with Language and Career Classes

**English Class**

Take any English class that will continue to improve your communication and study skills:

- AMLA or English (credit)

**Career Elective (Optional)**

Choose a vocational credit or noncredit course, with advice from the ESL counselor, that is related to your field of interest:

- Principles of Marketing
- Graphic Design
- Accounting

Also required: minimum of 2 meetings with counselor to sign off on education plans (lifelong learning)

Lbecker@mtsac.edu
“Being in VESL helped me find an excellent job as a sales person at CitiFinancial. I was able to apply the knowledge I acquired in the program, specifically the use of Excel, Word, and business vocabulary. These skills helped me become a top ranking sales representative in a region of a 108 employees. Two years after I started working at CitiFinancial, I became an assistant manager.”

Beatriz Cruz
“Thanks to VESL, I feel very confident writing business letters and communicating with my boss at work. I am the ATM processing dept. lead at my bank, and I will be promoted to the workflow/balancing director soon. I am very happy with my career.”

Tina Chen
“I’d like to thank all the VESL instructors. The training I received through the VESL program helped me to obtain my current job at CEIVA, a digital photo frame manufacturer. I knew exactly what to say during my job interview; I was very comfortable with myself and my speaking skills. To me this is the beginning of something better in my life.”

Esly Ramirez
“After attending the VESL program for two semesters, I was able to take credit classes at Mt. SAC. Once I completed my education, I received a full time position as a Computer Facilities Supervisor for the ESL Department. The one thing I will always remember about the program is, that whatever you learn in VESL, you will use in the future, regardless of what profession you decide to pursue.”

Antonio Gallardo

Tony is a full-time Mt. SAC employee has a leading role in planning, maintenance, and acquisition of technology for multiple classrooms, offices and computer labs.
Heidi was a VESL student in 1994. She recently earned her Bachelor’s Degree (summa cum laude) from a local CSU and is continuing at another CSU with a merit scholarship to support her graduate studies.
VESL advisory group meets annually to review and plan next year’s program.
Concluding Thoughts*

California continues to lead as a gateway for immigrants who seek opportunities for social mobility. Immigrants realize the value our society places on academic credentials and those with adequate resources (cultural capital and the accompanying habitus) are able to take advantage of the resources and support.

Noncredit ESL programs have a role to play in promoting the advancement of all immigrants, no matter what capital they bring with them.

The voice of the adult immigrant learner is a vital part of this process and for gaining insight into the effectiveness of our endeavors.

*Becker (2010)
Postsecondary Transitions Panel

Kathleen Porter
Executive Director, Career, Technical and Adult Education
Poway Unified School District
Kporter@powayusd.com
(858)668-4016
If you want to change the culture, change the conversation.

-- Adapted from Peter Block’s Flawless Consulting
Postsecondary Education for:

1. Changing work-world requirements
2. Financial independence
3. Democracy
4. Fulfillment of community hopes and dreams
“Meatier” Conversations Around

- Common Readings
- Best Practices
- Word Choices and Definitions
- Leverage Points
Relevant Reading

- College Knowledge by David Conley
- “Toward a More Comprehensive Conception of College Readiness”, David T. Conley, EPIC (Educational Policy Improvement Center) 2007
- “Help Wanted: Projections of Jobs and Education Requirements through 2018” Carnevale, Smith, and Strohl, Center on Education and the Workforce, Georgetown University, June 2010
- “What is Career Ready?” published by the Association for Career and Technical Education, April 2010
● Readings about Best Practices
  • National College Transition Network (www.collegetransition.org)
  • “Transitioning Adults to College: Adult Basic Education Program Models”, http://www.ncsall.net/fileadmin/resources/research/op_collegetransitions.pdf
(More) Best Practices Readings

Action Plans

- **Key Learnings**
  - College Ready and Career Ready are virtually identical skill sets
  - College Readiness for All = Opportunity for all

- **Key Roles for Key People**
  - Formalizing relationships with community colleges
  - Goal setting
  - Modeling college expectations
  - Vertical articulation (internally and externally)
  - Changes in delivery v. Add-on’s
  - Post-graduate data collection
We’re preparing students for their future (and not for our past).