

Retention/Recruitment Toolkit

Research:

-The following references are from the Best Practices Gleaned from Research article found at:

http://www.bozeman.k12.mt.us/adlted/Retention_Workshop/Best_Practices_Handout.html

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Freer, K., & Dean, G. (Eds.). (1993). Proceedings of the annual Midwest research-to-practice conference (12th, Columbus, OH, October 13-15, 1993). A conference in adult, continuing, and community education. (ERIC Document Reproduction Service No. 362 633)

Garner, B. (1994). The simultaneous model of education and training. Adult basic education and vocational skills training. (ERIC Document Reproduction Service No. 376 312)

Hamann, E. T. (1994). Ten complementary principles to retain LEP adults in a bilingual family literacy program. (ERIC Document Reproduction Service No. 376 743) *–INCLUDED IN YOUR PACKET*

Kalman, J., & Fraser, K. L. (1992). Opportunities lost and lessons learned: Inside a workplace literacy program. (ERIC Document Reproduction Service No. 352 453)

Kerka, S. C. (1995). Adult learner retention revisited. ERIC Digest No. 166. (ERIC Document Reproduction Service No. 389 880) *–INCLUDED IN YOUR PACKET*

Lieshoff, S. C. (1995). The impact of literacy programs: *Perceptions of selected Mexican and Mexican-American women in Texas*. Unpublished doctoral dissertation, Texas A&M University, College Station, TX.

Lieshoff, W. F. H. (1995). *An exploration of community college service settings: Managing for selected minority participation through cultural inclusion*. Unpublished doctoral dissertation, Texas A&M University, College Station, TX.

Lutheran Social Mission Society. (1992). Towards the ABE promised land: Creating a successful learning environment by examining retention rates. Final report. (ERIC Document Reproduction Service No. 352 538)

Malitz, K., & Nixon-Pounder, S. (1995). Increasing retention through student success. (ERIC Document Reproduction Service No. 378 444) –*INCLUDED IN YOUR PACKET*

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Nwakeze, P. C., & Seiler, L. H. (1993). Adult literacy programs: What students say. *Adult Learning, 5*, 17-18, 24.

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Quigley, B. A. (1995). Improving retention in adult basic education and recommended strategies for effective instructional and counseling intervention and reasons for resistance to attending adult basic literacy. (ERIC Document Reproduction Service No. 378 408) –*INCLUDED IN YOUR PACKET*

Pierce, W. L., et al. (1993). Recruitment and retention of adult basic education students. (ERIC Document Reproduction Service No. 363 753)

Smith, G., & Bailey, V. (1993). Staying the course. (ERIC Document Reproduction Service No. 359 356)

Solorzano, R. W. (1993). Reducing illiteracy: Review of effective practices in adult literacy programs. (ERIC Document Reproduction Service No. 390 885)

TIU Adult Education and Job Training Center. (1992). Project: Drop in. final Report. (ERIC Document Reproduction Service No. 352 534)

Towles, D.E., et al. (1993). Student persistence in a distance education program: The effect of faculty-initiated contact. AIR 1993 annual forum paper. (ERIC Document Reproduction Service No. 360 931)

Tracy-Mumford, F., et al. (1994). Student retention: Creating student success. (ERIC Document Reproduction Service No 375 299)

Vann, B. A., & Hinton, B. E. (1994). Workplace social networks and their relationship to student retention in on-site GED programs. *Human Resource Development Quarterly, 5*, 141-151.

Walling, S. (1995). Integrating academic and vocational skills. (ERIC Document Reproduction Service No. 387 150)

West, L. (1993). A view from the margins: Community colleges and access to higher education for adults in inner-city America. *Studies in the Education of Adults*, 25, 146-171.

-The following references were taken from the Literacy Training Network Learner Retention article found at:
http://ltn.themlc.org/Learner_Retention.html

Belzer, A. (March 1998). "Stopping out, not dropping out." *Focus on Basic*, 2A, pp.15-17.
(<http://www.ncsall.net/?id=417>)

Comings, J., Parrella, A., & Soricone, L. (1999). *Persistence among adult basic education students in Pre-GED classes*. NCSALL Report #12. Boston: National Center for the Study of Adult Learning and Literacy.
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Cross, K. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey Bass.

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Hayes, E. (1988). "A typology of low-literate adults based on perceptions of deterrents to participation in adult basic education." *Adult Education Quarterly*, 3 (9), 1-10.
(<http://aeq.sagepub.com/cgi/reprint/39/1/1>)

Malicky, G. & Norman, C. (1997), "Participation patterns in adult literacy programs." *Adult Basic Education*, 4 (3), 144-156.

Quigley, A. (1997). *Rethinking Literacy Education: The Critical Need for Practice- Based Change*. San Francisco, CA: Jossey-Bass.

-The following research articles were discovered in the Kentucky Adult Education Retention Toolkit found at:
http://www.kyae.ky.gov/educators/retention_toolkit.htm

Learner Motivation and Persistence by Katherine R. Stamler

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07persistence.pdf>

Retention Revisited by Martha Hunter

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07lfpretention.pdf>

Will Cooperative Learning Affect GED Retention by Mary Jeannette Kelly

<http://www.able.state.pa.us/able/lib/able/lfp/lfp97kelly.pdf>

Why Students Stay: Retention and Persistence Factors by Trish Link

<http://www.able.state.pa.us/able/lib/able/fieldnotes03/fn03retention.pdf>

Research to Practice: Increasing Retention through Student Success by Kari Malitz and Sarah Nixon-Ponder

<http://literacy.kent.edu/Oasis/Pubs/0200-11.htm>

Boosting Retention by Ensuring Tutor/Student Match by Cathy Roth

<http://www.able.state.pa.us/able/lib/able/fieldnotes04/fn04match.pdf>

Making It worth the Stay-Findings from the New England Adult Learner Persistence Project by Andy Nash and Silja Kallenbach

<http://nelrc.org/persist/report09.pdf>

Distance learning for the Adult Learner: Improving Persistence and Effectiveness by CSU Dominguez Hills College of Extended and International Education

<http://www.cdiponline.org/pdf/AdultLearner.doc>

-The following resource was found on the NCSALL site: <http://www.ncsall.net/>

Helping Adults Persist by National Center for the Study of Adult Learning and Literacy

http://www.ncsall.net/fileadmin/resources/teach/persistence_role.pdf

Adult Student Persistence

<http://www.ncsall.net/?id=791>

-The following resources were discovered through a Google search found at: www.google.com

Adult Education Quarterly: Critical Perspectives on Mentoring: Trends and Issues by Lisa M. Baumgartner

<http://aeq.sagepub.com/cgi/reprint/55/2/155.pdf?ck=nck>

North Carolina Online: Student Retention

<http://ncbsonline.net/Student%20Retention.htm>

Mentoring and Tutoring Ideas:

-The following resources were discovered in the Kentucky Adult Education Retention Toolkit found at:

http://www.kyae.ky.gov/educators/retention_toolkit.htm

How to Start an Adult Student Group by Laura Beach and Sue Snider

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07studentgroup.pdf>

TLC for Volunteer Tutors by Kim Rossman

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07tlc.pdf>

Peer Mentoring Works—for Mentors, Partners, and Programs by Sharyn Yanoshak

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07mentoring.pdf>

National College Transition Network-Mentoring:

<http://www.collegetransition.org/counseling/mentor.html>

Peer Tutors/Mentors: Effect on Motivation and Persistence in the GED Classroom by Kathleen A. Guglielmi and Gayle Dzekevich

http://www.brown.edu/Departments/Sweaver_Center/Literacy_Resources/crans.html

Handouts and Articles on Classroom Observation, Peer Coaching and Mentoring

<http://www.kyae.ky.gov/NR/rdonlyres/4EAF7C52-0A9B-4855-A5C9-A3EF577F89A1/0/HandoutsandArticlesonClassroomObservationPeerCoachingandMentorin.pdf>

-The following resources were discovered through a Google search found at: www.google.com

Characteristics of Facilitators of Adult Education

<http://lone-eagles.com/courses/rfts/adultrol.htm>

The Mentoring Leadership and Resource Network: -INCLUDED IN YOUR PACKET

http://www.mentors.net/03journal/j1_gt_chr_gmentor.html

The Learner Web: For Adults Continuing to Learn

The Learner Web is a learning support system providing structure and resources for adults who want to accomplish specific learning objectives. A learner can access the system through the Internet. In addition to on-line resources, the Learner Web integrates support services from existing local education programs, community based organizations, tutors, and telephone helpers. The Learner Web is still being developed, so check back in the future for further advances.

<http://www.learnerweb.org/infosite/index.html>

Tools for the Classroom:

-Ideas listed below were taken from the Literacy Training Network article found at:

http://ltn.themlc.org/Learner_Retention.html

**taken from the Kentucky Adult Education Retention Toolkit found at:*

http://www.kyae.ky.gov/educators/retention_toolkit.htm

NCSALL's Adult Student Persistence Study:

This comprehensive study contains information gathered and analyzed in regards to why adult students persist in their programs. The information will provide educators with strategies and techniques to implement in their classrooms in hopes of retaining their students.

http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/NCSALL_learn_persistence.doc

Building Classroom Communities Strategies:

This is a compilation of 24 strategies that have been a success in other educator's experiences. The handout offers advice on how to create responsibility within the classroom, the benefits of group work, and ideas on how to get to know your students.

http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Dialogue_-_Building_Community.doc

Retention Tips:

This handout was developed by the San Diego Centers for Education and Technology to help adult educators in the ESL classroom. The tips range from the importance of having a course information sheet for a student reference to giving certificates of progress and completion.

<http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Adv.leveltest.doc>

Instructional Practices to Promote Retention:

The San Diego Community College District of Continuing Education Retention Committee developed three key elements that improve retention rates: Applicability, Accountability, and Community. The handout is broken down into three sections with multiple ideas on how to utilize the three elements.

[http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Instructional_Practices_to_Promote_Retention\[1\].doc](http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Instructional_Practices_to_Promote_Retention[1].doc)

Jan Jarrell & Barbara Pongsrikul Retention PowerPoint:

This PowerPoint, *Promoting Retention and Learner Persistence in Adult Education: Research and Best Practices*, was designed to help educators better understand how to help increase the retention rate. The presentation includes the six things that make a difference in learner persistence as well as the four concurrent themes found in high retention rate classes.

http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Minnesota_2006.ppt#267,1

Classroom Jobs:

Many of the Retention Resources found on the Literacy Training Network conclude that assigning jobs to students helps build community and increases the retention. Below you will find resources that outline possible jobs for in the class as well as how to assign them and keep organized.

Student Job List: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/VESL_jobs_short_list.doc

Team Job Assignments: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Logan_CBET_Teams_2004.doc

Jobs Calendar: <http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/jarrellteams.doc>

Supports That Keep Students on Track:

Being able to see one's improvement is always great motivation to stick with anything. Due to adult student's hectic lives, they like to have everything spelled out for them: requirements, supplies,

due dates, etc. Below you will find course calendars, progress trackers, and class syllabi and welcomes created by other teachers' who found them to be of use.

Class Welcome: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/WELCOME_TO_CLASS.doc

E. Schmitz Class Welcome: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Schmitz_class_welcome.doc

Week-by-Week Schedule: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/English_class_weekly_schedule.doc

Student Guide Page 1: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Program_info_1.doc

Student Guide Page 2: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Program_info2.doc

L. Francis Class Syllabus: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/1st_day_of_class.doc

E. Schmitz Class Syllabus: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Foundations_Syllabus_Fall_2005_-_revise.doc

VESL Syllabus: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/VESLsyllabus_fall05.doc

***Syllabus Template:** <http://www.kyae.ky.gov/NR/rdonlyres/BE65ECB5-5CFE-4AF3-8325-CA0E2027FF4A/0/SyllabusTemplate.doc>

Class Information and Expectations: <http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/ClassrulesColleen.doc>

***Franklin County Student Expectations:** <http://www.kyae.ky.gov/NR/rdonlyres/04A0DCD4-1CC5-457F-992C-C6038EBE3955/0/ABEWelcomeandRulesFranklinCounty.doc>

Student Progress Chart: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Progress_Graph_Fall05.doc

Student Progress Graph: http://ltn.themlc.org/sites/bc54ff14-a7d2-4a25-b839-1a392b6d24e4/uploads/Progress_Graph.doc

***Contract of Commitment:** <http://www.kyae.ky.gov/NR/rdonlyres/C245C760-B435-47DF-BE35-DDB320A65F42/0/ContractofCommitment.doc>

The following ideas have been taken from the Kentucky Adult Education Retention Toolkit found at:

http://www.kyae.ky.gov/educators/retention_toolkit.htm

Learning Styles:

It is important for both the teacher and student to know what their preferred learning style is as it directly affects a student's success in the classroom. Consider, if you're a visual learner and the teacher only lectures, chances are that you will be lost. However, if the educator understood that your strength was through visualizing the material then it could be adapted to meet your needs to ensure success. Below you will find a presentation complete with quiz to determine what your learning style is and which side of your brain is dominant.

<http://www.kyae.ky.gov/NR/rdonlyres/04197A30-EA13-4AF2-9818-7606B25EF432/0/WoodfordCountyLearningSuccess.pdf>

Note Taking:

“Studies show that [we] will forget 80% of what [we] hear in two weeks, and 95% will be gone in four weeks!” In order to retain as much information as possible from lectures, videos, and presentations, it is pertinent that we take active notes. Below is a link to a presentation that explains how to effectively take notes.

<http://www.kyae.ky.gov/NR/rdonlyres/B93AA021-5F31-4011-8AB9-74734A176AD8/0/WoodfordCountyNoteTaking.pdf>

S.T.E.P.S.:

Student/Teacher Evaluation and Planning Session (S.T.E.P.S.) is procedure that involves both the teacher and student in the planning process and evaluation process. This process encompasses one-on-one time as well as whole group instruction. To further understand the S.T.E.P.S. procedure please visit the link below.

<http://www.naepdc.org/Word%20Documents/seconddoc.htm>

The Best of Both Worlds: Using Individualized and Group Instruction by FOB Volume 7, Issue C:

This article explains the benefit that students receive when teachers utilize both individual and group instruction. The article is written in a dialogue format from the perspectives of five women working at the Ahrens Learning Center in Kentucky.

<http://www.ncsall.net/?id=734>

The Power of a Cohort and of Collaborative Groups by Eleanor Drago-Severson, Deborah Helsing, Robert Kegan, Nancy Popp, Maria Broderick, & Kathryn Portnow:

This article is a study of 41 adult learners who unanimously acclaim the idea of being part of a “tight-knit, reliable, common-purpose group.” According to the research it made a significant impact of these students.

<http://www.ncsall.net/?id=254>

Needs Assessment Activities:

Affinity Diagramming Activity: <http://www.kyae.ky.gov/NR/rdonlyres/E1AB1D2D-E81A-40D3-A1B5-08E011D3A5E6/0/AffinityDiagramming.doc>

Brainstorming and Prioritizing Activity: <http://www.kyae.ky.gov/NR/rdonlyres/5CA23DFA-D888-49E3-86BB-5FAAC1E49A9D/0/BrainstormingandPrioritizing.doc>

Acting It Out: <http://www.kyae.ky.gov/NR/rdonlyres/54A234CB-DFE2-494D-A0E9-1FD9213DBC0A/0/ActingItOutClassActivity.doc>

Student-to-Student Interviews: <http://www.kyae.ky.gov/NR/rdonlyres/F593EF4F-AA08-4695-89DF-BF33D3D1F43E/0/StudenttoStudentInterviewspublicspeaking.doc>

Snowball Consensus: <http://www.kyae.ky.gov/NR/rdonlyres/09508F41-3DA5-4D3C-8A59-FF966A263CBF/0/SnowballConsensus.doc>

Student Learning Plan: <http://www.kyae.ky.gov/NR/rdonlyres/0CBCD3F7-0EB1-4923-AEA8->

[1CCC2B372DB8/0/SampleLearningPlans.doc](http://www.kyae.ky.gov/NR/ronlyres/1CCC2B372DB8/0/SampleLearningPlans.doc)

Classroom Discussion: <http://www.kyae.ky.gov/NR/ronlyres/45E235FD-2A97-47FB-B227-FEFDCCA0389A/0/ClassroomDiscussion.doc>

Activities for Building Self-Efficacy:

<http://www.kyae.ky.gov/NR/ronlyres/FA13B910-FABD-49F8-84AF-D45F8157E2FC/0/SelfEfficacyActivites.doc>

Activities for Students to Experience Progress:

<http://www.kyae.ky.gov/NR/ronlyres/CD3E41D0-8102-4D23-8C47-D7D4A30649D2/0/SampleActivitiesforStudentstoExperienceProgress.doc>

Strategies to Follow Up with Prospective and Former Students:

<http://www.kyae.ky.gov/NR/ronlyres/71A65450-2A6E-4A90-A43A-3D581C7CDCDA/0/Strategiestofollowupwithprospectiveandformerstudents.doc>

Retention Calculator:

<http://www.kyae.ky.gov/NR/ronlyres/5DDDC160-C2FA-4347-A670-0597B6C965B4/0/Retentioncalculation.pdf>

-The following resources were found on North Carolina Online found at:

<http://ncbsonline.net/Student%20Retention.htm>

Strategies for Managing Positive and Negative Forces:

<http://ncbsonline.net/Management%20of%20Positive%20and%20Negative%20Forces.doc>

Strategies for Building Self Efficacy:

<http://ncbsonline.net/Building%20Self-Efficacy.doc>

Strategies for Setting Clear Goals:

<http://ncbsonline.net/Clear%20Goals.doc>

Strategies for Showing Progress:

<http://ncbsonline.net/progress.doc>

-The following resources were found through a Google search found at: www.google.com

Retention Strategies by: Rochel Abrams, Fran Riotte, Karen Shipman, Susan Pittman, Marianne Kearsley, Phil Jones

http://www.abeflorida.org/pdf/Resource_Guides/Resource_Guide_recruitment_retention.pdf

Professional Development:

-The following resources were discovered in the Kentucky Adult Education Retention Toolkit found at:

http://www.kyae.ky.gov/educators/retention_toolkit.htm

Integrating Professional Development into Teaching by Susan Reeve

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07profdev.pdf>

Peer Coaching: Building Relationships and Growing Professionally by Sharon Reynolds

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07peercoaching.pdf>

How Teacher Competencies Can Drive Professional Development and Program Improvement by Tom Wojcicki

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07teachercomp.pdf>

Creative Professional Development Portfolio Assessment by Penny Lang

<http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07pdportfolio.pdf>

-The following resources were found through a Google search found at: www.google.com

National Adult Education Professional Development Consortium

http://www.naepdc.org/resource_library/curriculum/curriculum_home.html

Motivating and Retaining Adult Learners

This PowerPoint has chalk full of great information but specifically slides 64 and 65 have ideas on professional development as it relates to adult student retention.

<http://www.maepd.org/resources/admin/studentretention.ppt>

Innovative Educators: Effectively Recruiting and Retaining Today's Adult Students

This resource is included in your packet as a screenshot; it is a host of webinars (cost applied) that contribute to adult educator's professional development.

http://www.innovativeeducators.org/product_p/27.htm

NCSALL Study Circle Guide: Learner Persistence in Adult Basic Education

This resource is for practitioners who desire to explore specific topics, brainstorm ideas, and develop strategies in a small group setting. This guide includes everything needed to initiate a study circle on learner persistence including handouts, readings, discussion questions, etc.

<http://www.gse.harvard.edu/~ncsall/teach/lp.pdf>

New Readers Press: Professional Development-Adult Student Persistence

This website offers four self-paced online courses (\$24.95/course or \$75.00/4 courses). The courses are: Adult Student Persistence: An Overview, Student Retention through Student Success, Should I Stay or Should I go, and Stopping Out, Not Dropping Out.

<http://www.newreaderspress.com/Items.aspx?hierId=6710>

Motivation Techniques:

-The information listed below was taken from the Kentucky Adult Education Retention Toolkit found at:

http://www.kvae.ky.gov/educators/retention_toolkit.htm

Advising System:

The Adult Education program in the state of Kentucky posits that implementing an advising system significantly contributed to the influx in their retention rates. Below is a link to their advising framework and an explanation of the vocabulary used in the presentation.

Presentation: <http://www.kyae.ky.gov/NR/ronlyres/61C57332-90BF-4D03-9489-AB54F1DF7D89/0/AdvisingforAcademicSuccess3.pdf>

Vocabulary: <http://www.kyae.ky.gov/NR/ronlyres/B7627898-3FEC-41EB-B9BF-0723DDF19C94/0/VocabularyJCAE2.doc>

Goal Setting:

Setting goals can often times be an arduous experience due to their complexity. When determining what goals one would like to meet, there are three discretions you must consider: be specific, realistic, and positive. Below are links to a presentation dedicated to developing goals and accomplishing them as well as numerous others that aide in creating personal goals.

Presentation: <http://www.kyae.ky.gov/NR/ronlyres/3BF9CAC1-6632-46F5-B9B1-68BF00C6EAE8/0/WoodfordCountyAdultEducationNewStudentOrientation.pdf>

Adult Learner Goal Toolkit: <http://www.kyae.ky.gov/NR/ronlyres/CF812CA4-EB61-4B3C-98BD-BD6DF044AF42/0/AdultLearnerGoalsToolkit.pdf>

Setting Clear Goals Activities: <http://www.kyae.ky.gov/NR/ronlyres/D10083E0-CCB4-4AA2-87A4-91F74C0BF4CE/0/SettingClearGoalsActivities.doc>

Goal Setting Tool General: <http://www.kyae.ky.gov/NR/ronlyres/7974A3B1-32C2-4056-9DDB-F0DE4B933DD1/0/GoalSettingToolGeneral.doc>

Goal Setting Tools: <http://www.kyae.ky.gov/NR/ronlyres/7034F8FA-4EF2-48CF-B4D4-2533DE2A0B1F/0/GoalSettingToolforStudentUse.doc>

Goal Setting Self-Assessment: <http://www.kyae.ky.gov/NR/ronlyres/DAA96D73-640C-46A2-A199-B246AC7FA5C1/0/GoalSettingSelfAssessment.doc>

Math Goal Setting: <http://www.kyae.ky.gov/NR/ronlyres/2D6E8C8B-7AA7-464F-AB2A-F181B0A63F9D/0/MathGoalSetting.doc>

Reading Goal Setting: <http://www.kyae.ky.gov/NR/ronlyres/CFC615AF-EDA8-4973-A9CC-AE9AB85FFC58/0/ReadingGoalSetting.doc>

Writing Goal Setting: <http://www.kyae.ky.gov/NR/ronlyres/22E73EBE-5AF5-4458-9441-65BFAB8F6CFC/0/WritingGoalSetting.doc>

Understanding Stress:

Stress is an inevitable part of everyday life; however, there are ways that we can reduce our stress levels. For instance, we can alter the way we react to certain things and we can think in present-tense positive. Once we understand stress we are better able to deal with it rather than giving up. Below is a link for a presentation that offers a quiz to see how much stress you carry in your life and then offers solutions to help minimize it.

<http://www.kyae.ky.gov/NR/ronlyres/14304549-6CDD-4DEA-B96C-F6B71956E3F8/0/WoodfordCountyStressManagement.pdf>

Build Motivation by Building Learner Participation by Barbara Garner:

<http://www.ncsall.net/?id=419>

Student Leadership:

Creating a sense of student leadership within the adult education program can serve as great motivation for students to continue their progress. Below are two links for materials that can be adapted to any student leadership program as well as a questionnaire to determine what the leadership level is in your school.

SABES Student Leadership Materials:

<http://www.kyae.ky.gov/NR/rdonlyres/C62C6CC3-E672-4E0E-BA38-B30562787AB9/0/StudentLeadershipMaterials.pdf>

Gauge Where the Student Leadership is in Your School:

<http://www.kyae.ky.gov/NR/rdonlyres/1AED5A4D-5E23-4D3D-B527-4E9FE0515428/0/StudentLeadershipinYourProgram.pdf>

-The following resources were discovered through a Google search found at: www.google.com

They're Not Just Big Kids: Motivating Adult Learners by Dr. Karen Jarrett Thomas

<http://frank.mtsu.edu/~itconf/proceed01/22.pdf>

Adult Learners MERLOT Pedagogy Portal

Below is a link to a matrix where you will find five articles pertaining to the topic of motivating adult learners.

<http://pedagogy.merlot.org/AdultLearners.html>

Principles of Adult Learning by Stephen Lieb

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

Are You Doing Everything You Can To Increase Retention Rates? An Adult Educators Check List to Improvement

Best Practices Handout (WP)

http://www.bozeman.k12.mt.us/adlted/Retention_Workshop/Best_Practices_Handout.html

Potential Students/Clients

Adults have competing roles and responsibilities (family problems, child care, job demands).

- Can we help?
- Do we know to which agency we can refer these individuals?
- Do we offer flexible, convenient scheduling?

All program personnel affect student/client retention.

- Are our administrators and staff aware of reasons why students stay, why they leave, and what makes the difference?
- Do all personnel know how to make students/clients feel welcomed?
- Do our staff display respect for students/clients?
- Do staff and faculty value the students?

Adults may experience stress when trying to locate services.

- Does our building have adequate signs clearly indicating office locations?

Family members have the most influence on the persistence of adults enrolled in educational programs.

- Does our support system for students include immediate and extended family members?
- Do we offer tours and open house?

Intake and Pre-counseling

Providing pre-enrollment attention curtails dropout rates.

- What kind of pre-enrollment service do we provide?

Adults are individuals with unique needs and concerns.

- Do we interview each student to understand his/her needs and concerns?

Establishing learner goals should be an integral part of the intake process.

- Does our intake process include this?

There is often a discrepancy between learner/client expectations and reality which causes frustration with their lack of progress.

- Do our assessment and placement procedures meet their needs?

___ Are students/clients aware of potential problems and realistic timelines?

Many adults are highly intimidated about returning to school.

___ Is our orientation meeting their needs?

The Social Aspect of Retention

Social integration in programs has a significant positive effect on retention. Completers usually belong to a group, while dropouts are socially isolated.

___ How are we promoting a sense of community and friendship among students?

Collaborative learning may be an approach to help improve the retention of minority students.

___ How do we encourage collaborative learning?

Offering Support

A support system for learners should be readily available.

___ What kind of support system do we have in place?

The first class/session and the first few weeks are crucial for loners who need attention.

___ Are we making them feel welcome?

___ Do we offer them a positive experience?

Peer telephone support during the initial weeks of a class/program improves retention.

___ Do we encourage students to support each other's efforts?

___ Have we set up a student contact system?

Early detection of those at risk of withdrawing and follow-up of those who have withdrawn are effective practices to help adults persist.

___ Do we have someone to call students/clients who miss a class/appointment?

___ Do our staff members alert this person early on of potential dropouts?

___ Do we have an early-alert counseling program?

Cultural differences may cause misunderstanding in communication.

___ Do we offer cultural awareness training for our staff?

The Learning/Service Environment

The first class/session is the most difficult for students who may feel embarrassment or self-doubt.

- ___ Do we make their first experience as positive as possible?
- ___ Do we provide opportunities for them to succeed that first class/session?

Students often enter programs overwhelmed with high expectations.

- ___ Are we breaking up the tasks into manageable bits to help adults reduce their frustration and achieve success?
- ___ Do we positively confront the possible erroneous beliefs, expectations, and assumptions that they may have?
- ___ Do we associate the learner with other learners who are enthusiastic about learning?
- ___ Do we help learners to attribute their success to their ability and their effort?
- ___ Do we help learners to understand that effort and persistence can overcome their failures?

Establishing trust and cooperation in the classroom accelerates learning and retention.

- ___ Do we encourage the students to get to know the instructors/staff?
- ___ Do we take the time to build rapport with our students/clients?
- ___ Have we made an effort to establish a sense of trust between instructors and students?

Adults are pragmatic. They will leave when their goals have been met or when their goals are not being met.

- ___ Do our program goals differ from students' goals?
- ___ Are we meeting their goals?
- ___ Do we offer a student-centered curriculum?
- ___ Is our instruction relevant to their needs?
- ___ Do we offer a challenging curriculum?

Successful instructors capitalize on students' interests.

- ___ Have we taken the time to get to know our students?

Personal attention is a basic principle behind good retention rates.

- ___ Are students given personal attention?

Individual's fears and insecurities must be relieved before they are able to attend to learning.

- ___ Do we develop and use techniques to reduce student/client anxiety?

Some adults have had past negative educational/social service experiences which may influence their persistence.

- ___ Do we talk with students about their return to school and ask them about their previous experiences?
- ___ What are we doing to make this experience a positive one?

Individuals feel better about working on their weaknesses if they know they are competent in

other areas.

- ___ Do we identify adults' strengths and weaknesses and apply this information to our curriculum?
- ___ Do we build on the strengths of each individual?

Adults need positive feedback to help conquer their self-doubt and to encourage risk taking.

- ___ Do we provide ample positive feedback to build self-esteem in our students/clients?
- ___ Do we provide numerous opportunities for student recognition?

People have a variety of learning styles.

- ___ Do we employ alternate teaching methods to accommodate different learning styles?

Some adults are intimidated in large group settings.

- ___ Do we provide individual or small group instruction for these students?

Not all adults learn at the same rate.

- ___ Do we offer tutoring or computer-aided instruction for those that need it?

Individuals need to have their physiological needs taken care of before they can concentrate on learning.

- ___ Do we provide a comfortable class/office environment?
- ___ Are the seating, lighting, and temperature adequate?

Focusing on meeting students' needs can have a positive impact on basic skills programs.

- ___ What are we doing to show students/clients that we are trying to meet their needs?

Students who recognize their own growth in self-esteem and empowerment are inclined to persist.

- ___ Do we help them see their growth?
- ___ Do we foster our students'/clients' growth in self-esteem and empowerment?

Retention rates improve when the curriculum is derived from student experiences and their everyday problems.

- ___ Do we use real life, daily living experiences as examples in our lessons?

Effective adult education and welfare-to-work programs imbed and intertwine employment skills training, personal growth development, and educational development.

- ___ Are we helping adults reach independence by offering holistic services rather than fragmenting our services?

The following is what was used to great the Persistence Screen Saver

Promising Strategies to Increase Retention

Kentucky Adult Education Retention Toolkit

http://www.kyae.ky.gov/educators/retention_toolkit.htm

Adult Education Matters

<http://adulthoodmatters.wordpress.com/2008/07/18/strategies-for-student-retention/>

Strategies for Retaining Adult Students: The Educationally Disadvantaged. ERIC Digest No. 76.

<http://www.ericdigests.org/pre-929/adult.htm>

Retention Strategies: Contributors: Rochel Abrams, Fran Riotte, Karen Shipman,
Susan Pittman, Marianne Kearsley, Phil Jones

http://www.abeflorida.org/pdf/Resource_Guides/Resource_Guide_recruitment_retention.pdf

1. Build a trusting, respectful and caring relationship with students from the beginning by ensuring that the first contact with prospective students is informative and welcoming (e.g. there is someone to greet new students, there is clear signage and information in students' languages).
2. Engage students in a process of exploring and articulating long- and short-term goals, and construct a learning plan with them that moves them toward their goals.
3. Build community by holding new student orientations whenever possible, during which students can get to know peers, establish rapport with staff and students, and find connections and commonalities.
4. Help students plan for managing the positive and negative forces that will support or hinder their participation by: assist in counseling them in addressing critical barriers to participation before placement in instructional services; referring them to agencies/services for assistance with non-academic needs; strengthening the positive forces, such as identifying and/or building a support network—family, friends, teachers/tutors, and caseworkers.
5. Assist students with the various types of learning styles and talk to students about their individual learning style.
6. Develop a comprehensive approach for assessing and placing students in the appropriate initial level, evaluating progress and sharing this information with students.
7. Provide students timely feedback on their learning, progress towards their goals, and opportunities to reflect on and self-assess their progress, including holding regularly-scheduled conferences with students.
8. Institute managed enrollment rather than open enrollment.
9. Offer alternatives to classroom instruction, such as distance learning, computer-assisted instruction, drop-in instruction or activities, conversation or book clubs, peer learning groups, and enrichment classes.
10. Establish clear guidelines for student attendance, progress and behavior. Recognize and celebrate students' learning accomplishments.
11. Use student feedback to make improvements in instruction, counseling, and program structures and processes.
12. Include students' family and friends in program activities.
13. There are critical times when students are more likely to drop-out of the program; implement strategies at these targeted times to keep students motivated.

14. Structure learning experiences as a mix of group and individual instruction that promotes peer learning, and develops student “cohorts”—groups of students who see themselves as a learning community.
15. Promote the development of students’ self-efficacy (i.e. beliefs about their ability to be successful students) around learning, including providing mastery experiences early on.
16. Implement instructional activities that promote active learning, problem solving and projects that advance learning objectives and have clear benchmarks for progress and successful completion.
17. Use authentic materials and instructional activities that are relevant and meaningful to adult students’ life contexts and draw on their strengths.
18. Implement differentiated instruction that accommodates individual learning needs and styles; addresses multiple intelligences and skill levels.
19. Assess and address learning difficulties, including vision and hearing screenings, trauma, addiction and other mental health issues.
20. Have a system for identifying students’ needs for support services; determine which needs the program is equipped to address and which cases should be referred to other agencies; document counseling activities and referrals; and follow up on each case.
21. Help adults develop career aspirations and make informed choices about careers and further education and training.
22. Promote a support network within the program where specific staff or volunteers take responsibility for connecting personally with specific students on a regular basis.
23. Assign students a mentor or a buddy for a least the first month of enrollment.
24. Provide meaningful opportunities for student involvement and leadership in areas such as program governance, strategic planning, civic participation and building connections to the community.
25. Train and hire former students as outreach workers, peer mentors, peer support group leaders, tutors, or teachers.
26. Implement a formal system for staying in contact with and supporting the continuous learning of students who are absent or stopping out, including admission policies that enable easy and timely re-entry to classroom instruction.
27. Establish learning plans for those who must stop out and help them find suitable ways to re-engage in learning until they reach their goals, including offering distance learning options.
28. Build self-efficacy/confidence by: recognizing their progress, celebrating their achievements, and presenting models of success.
29. Employ a variety of instructional methods to reach all students. Research shows that group work and discussion generates energy and enthusiasm leading to great participation. Do class projects!
30. Students need to “see” their progress. It must be measurable to them: portfolios, pre/post tests, test scores, written evaluations, etc.
31. Explain how classroom lessons apply to everyday life; show each lessons relevance/application.
32. Let students know that they are missed when they don’t come.

33. Help students identify a specific goal for attending your class. Research shows that adult students with a clear goal are more likely to persist than those without.
34. Advertise success stories and use successful students to recruit and follow-up on dropouts.
35. Emphasize the difference between adult basic education and regular school.
36. Know your students; know and call them by their name; know and ask about their interests outside of class, their problems, their jobs, and their families.
37. Encourage classmates to switch phone numbers and call one another when they are absent.
38. Invite graduates back to class to encourage others and serve as mentors.
39. Give students a choice in selecting classroom materials.
40. Score work on the basis of number correct rather than noting only wrong answers.

Welcome to Adult Education!



Congratulations for taking the initial step to further your education! I am excited that you are here and am looking forward to working with you. We have exciting challenges ahead of us full of activities, discussions, projects, and progress. Welcome aboard!

As a student you will receive:

- Assistance in developing your long and short term goals;
- A friendly, welcoming and respectful classroom community;
- A clear understanding of what your particular learning style(s) is;
- Clear guidelines and recognition for accomplishments and progress, and timely feedback; and
- Authentic materials and instructional activities that are meaningful to you as an adult learner.

As a student we ask that you commit to:

- Attending class regularly and be prompt, letting us know when you won't be in class;
 - Readily asking for help when you need it;
 - Helping me to understand what your short term goals are;
 - Engaging and fully participate in classroom discussions, activities, and projects when appropriate; and
 - Working at your fullest potential!
-

As a teacher I will commit to:

- Building a trusting, respectful and caring relationship with you;
 - Engaging you in the process of exploring and articulating long and short term goals;
 - Building a positive classroom community, beginning with clear guidelines;
 - Helping you manage the positive and negative forces that may support/ hinder your completion;
 - Identifying your learning style(s) and using strategies that address that style;
 - Making lessons relevant and meaningful to your life.
-

I, _____, have read the above outlined conditions and agree to work at my fullest potential.

Student Signature: _____ Date:

I, _____, have read the above outlined conditions and agree to work at my fullest potential.

Teacher Signature: _____ Date: