Maine College Transitions
Adult Education State Director’s Meeting
February 3, 2010
How accessible is Maine Adult Education?

Maine Adult Education is comprised of 100+ programs serving over 85% of Maine’s municipalities.
Maine Adult Education Enrollment:
Number of Residents Served Annually

118,936 Annual Enrollments
14,136 Enrollments in Literacy Classes
16,621 Enrollments in High School Completion
4,424 Enrollments in College Preparation Classes
21,402 Enrollments in Business & Skill Training Classes
56,971 Enrollments in Enrichment Classes
3,140 High School Credentials Awarded

Based on 2009 data
## Maine Adult Education Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>State Subsidy</td>
<td>$4,932,404</td>
</tr>
<tr>
<td>Local Share</td>
<td>$9,852,315</td>
</tr>
<tr>
<td>Federal ABE Grant</td>
<td>$1,516,357</td>
</tr>
<tr>
<td>College Transitions Grants</td>
<td>$761,106</td>
</tr>
<tr>
<td>Local Contracts</td>
<td>$624,973</td>
</tr>
<tr>
<td>Other Contracts</td>
<td>$723,608</td>
</tr>
<tr>
<td>Fees from Subsidizable Courses</td>
<td>$1,372,552</td>
</tr>
<tr>
<td>Fees from Non-Subsidizable Courses</td>
<td>$2,360,856</td>
</tr>
<tr>
<td>Other revenue: All sources</td>
<td>$872,021</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$23,016,192</td>
</tr>
</tbody>
</table>

Based on 2009 data
Background/History

- Maine Compact for Higher Education: Goal 3
- Nellie Mae Education Foundation funded NELRC Demonstration projects
- Legislatively approved one year State funded pilot program
- MELMAC Education Foundation “Connecting Aspirations to a Plan” grants for Adult Education
Background/History continued

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

- Offered through Adult Education Programs
- College Preparation and Advising
- Comprehensive Program
- 2 Distinct Scheduling Designs
- Must enroll in college in 12-18 months

Reference: NCSALL Occasional paper, 2006 “Transitioning Adults to College: Adult Basic Education Program Models”
Required Program Components

- Career planning & assessment
- College experience,
- Tracking and follow up
- Instruction in college preparation coursework
- Accuplacer testing
- Technology
Delivery schedule

There are two (2) emerging schedules:

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

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

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

• Academics aligned with post secondary partner, Accuplacer
• Use standards based curriculum: College Ready standards
• Academic rigor
• Culture change
• Need for more alignment
• HSD/GED to College ready changes
Curriculum/Teaching Changes Begun Last Year

• Integrated technology into all classes, and some programs utilized Moodle, Blackboard, Ning, or other web sites
• Classes mesh with student needs, aligned with assessments
• Classes scaffolded to increase learning and pace
• Classes based on developmental courses and run like college class
• Research and research papers assigned
Curriculum/Teaching Changes Begun Last Year Continued

- Writing prompts with real life applications
- PLATO allows open exit/open entry and self-paced learning
Collaborations/Partnerships

- Maine Education Opportunity Center
- Post-Secondary Institutions
- Maine Centers for Women, Work and Community
- Maine Department of Labor Career Centers
- Others
Relationship with Partners

- Co-location allows students to access campus services such as advising, library, food services.
- Co-location allows participants to mingle with and meet enrolled students.
- Co-location beneficial for staff and results in increased collaboration and coordination: computer labs, library resources, shared staff.
Relationship with Partners continued

• Agreements with higher education for placement, scholarships, credits
• Partner agencies enhance program offerings and allow for additional workshops and courses
• Sharing assessments not always smooth
• Some partnerships work better than others, although are improving
• Referrals from social service and other agencies is increasing
Who are our students?
“If I can do it, anyone can! I am a mother of three teenage boys. I went back to school to get my high school diploma after my divorce, then went on to achieve my CNA. Now I am in the Honor Society at YCCC and working on my RN. Adult Education gave me the confidence to do it all!”

Laura, 2008
“I knew I had a head for knowledge and wanted to learn. Thanks to the support and guidance from Adult Education I got my GED. I received an associate’s degree from Kennebec Valley Community College (KVCC), and now at 26 years old, I am headed off to Vassar.”

Branden, 2008
“After being let go from a previous job I became a stay at home dad. When I was ready to look for work, I first turned to my local Adult Ed program. They were incredible and helped me every step of the way. With their assistance I was able to recognize and work on skills that would help me transition to a new job.”

James, 2008
Evaluation Design/Methodology

• Based on Logic Model
• Used Evaluation Questions:
  1. Based on data collected from local programs, what is the demographic picture of Maine College Transitions Program? What are the common characteristics across the state? What are the unique characteristics?
  2. What elements of established best practices are in place? What new ones have emerged?
Evaluation Data

- MAEMIS Data
- Clearinghouse Data
- Program Qualitative Reports
- Student Surveys
- Professional Development/Conference Evaluations
- Advisory Board minutes
- Coordinator updates
Overall MAEMIS Findings

- 67% of students are over the age of 25
- 25% are between 19-24
- 8% are between 16-18
- 42% employed
- 43% unemployed
- 15% not in the labor force
- 67% are female
- 66% are first generation college candidates
Overall MAEMIS Findings continued

- Most who obtained a GED or High School Diploma through adult education prior to enrollment did so within 4 years or more than 10 years of enrollment in College Transitions.
- 43% were referred by Adult Education programs, and only 13% by Post Secondary Education (however, referrals are higher where there is good articulation between the College Transition program and the Community College or College).
- This year there was a dramatic increase in referrals from social service agencies (14% referral rate this year) as well as other referral sources.
Other findings

• For those going on in their education, the model of their CT program seems to slightly impact the rates of post secondary enrollment, with the set entry/exit schedule having a higher %, on average, of those matriculated and counted in this database.

• Alignment with and/or co-location with a post secondary school does influence enrollment rates and where students enroll.
Program Elements/Best Practices

- Goal setting
- Notebook/portfolio documenting goal achievement and work examples
- Specific topic workshops or classes OR
- Integrating technology, study skills, career planning, college success into an orientation or into the core curriculum
- Advising/counseling accessible, 1:1, and ongoing and includes review of achievement and/or goal attainment
- Research papers
Program Elements continued

• Partner agencies provide core services such as financial aid, college readiness, time management, self esteem, etc.

• College visits preceded by information and introduction to campus enabling students to ask informed questions

• New technology utilized to familiarize students with campus life (UNET, Blackboard, Moodle, PLATO on line, wireless laptops, Virtual college visits)
Accuplacer Scores

• More students who completed pre and post Accuplacer tests improved their scores:
  • 78% improved reading scores
  • 71% improved writing scores
  • 88% improved Arithmetic scores
  • 84% improved Algebra scores
  • 78% of completers placed into a 2 or 4 year college
Student Survey Trends

- Mirrors Persistence Research
- Completers have confidence in college and career success
- Counseling key to building self esteem
- Goal setting and incremental achievement helps build confidence and is a retention factor
- Student relationships with family and friends important factors for success
- Student relationships with other students key factor in student motivation, retention and success
- Relationships with teachers and counselors important factors in building self-efficacy
Professional Development

- College Transitions meetings and workshops/conferences
- MELMAC Education Foundation peer learning sessions
- National College Transitions Network Tool kit
- Other College Transitions programs
- Request for more sharing time for programs to learn from each other
- Request for more professional development that includes partners from secondary education and other partners
Students Enroll and Stay in College

• Clearinghouse data shows that CT graduates are persisting in post secondary schooling
• Initial data shows that students are transferring to 4 year schools after completing community college
• Program design influences post secondary enrollment, but CT program alignment with a post secondary school is a greater factor
Change in the Culture of Adult Education Programs

• Program staff (including teachers and program directors) have shifted their thinking about adult education as a result of providing CT programming, attending CT professional development, and observing student progress.
Factors to investigate with more data

• How many students graduate and complete programs
• How many students transfer from 2 year to 4 year schools
• Rates of enrollment based on CT program location and alignment with post secondary school
• CT program design and rates of enrollment
• Obtaining the data of those not matriculated and not in this database to track their enrollments
Conclusions

• Project is recruiting the target population
• Students are increasing their academic skills and self confidence to enter college
• Programs are contextualizing design to their communities
Conclusions continued

• CT graduates need fewer developmental courses upon enrollment into post secondary education
• Emphasis on counseling and skills for college life and success builds student self-efficacy
• Academic rigor that includes research papers, reports, and other college-ready requirements are valued by students
Resources

- www.Maineadulted.org
- www.collegetransition.org
- www.collegeforme.com
- www.maine.gov/education/aded/dev/transitions.htm
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