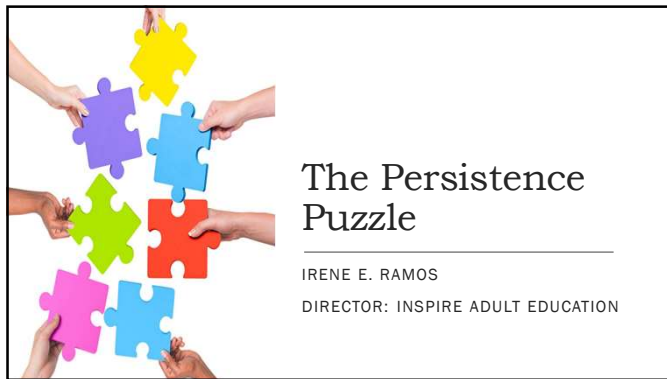




1

Agreements

- Be willing to step out of your comfort zone.
- Ask questions for clarification.
- Be an active contributor
- Keep the end in mind.
- Be open to build new dendrites.


 A logo for "READ" where each letter is inside a colored square (R in green, E in red, A in blue, D in blue) and the squares are arranged in a slightly overlapping manner.

2

Objectives

- Identify key barriers to adult learner persistence and the latest research on retention strategies.
- Explore evidence-based instructional and programmatic approaches to support student engagement and completion.
- Develop an action plan to implement practical persistence strategies within adult education programs.

3

Warm-Up: Missing Piece

Think about the following PERSISTENCE questions.

1. Do you know anyone who survived a situation that required persistence?
2. Do you recall a time in your life where you demonstrated the skill of persistence?
3. Do you think students need to learn about persistence?

When I say GO, find the person with the same color puzzle piece.

Introduce yourselves and share your thoughts about one of the questions about persistence.

Ready? GO!

4

Building Persistence: The Foundational Pieces

Learners persist when they feel capable of meeting challenges as they arise.



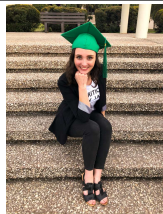
Persistence grows when learners have both the will to continue and the tools to respond.

5

Debrief: Creating connections early

It is vitally important to student retention to create rapport with participants from the first contact they make with

- program staff,
- teacher
- classmates



6

What is the first contact the public has with your program?

Recruitment?

- » How do you connect with students?
- » How did they find out about your program?

Registration?

- » What is that first contact like?
- » Are they getting that "feel good" contact?

Assessment?

- » How do you make students feel at ease?



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7

Share- One reason why students register for adult education classes.



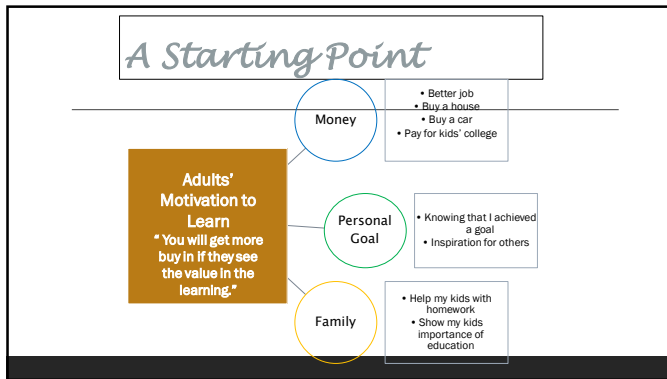
8

Why do students register?

Other Reasons?

Improving Literacy Skills	Want to enter Higher Education
Personal Fulfillment	Improve Civic Engagement
Provide Family Support	Helps with Integration into Community
Career Advancement	Help Understanding & Managing Finances

9



10

What happened?

Students are motivated enough to enroll in educational programs and many clearly value education.

What is it that makes them stop coming to class?

11

Adult Students

- ✖ Must cope with multiple roles and responsibilities while tackling education;
- ✖ They may have had negative past experiences of school or
- ✖ Lack confidence in their ability to return to study;
- ✖ May face financial difficulties, employment and child care conflicts, or
- ✖ Opposition to their continuing education from significant others.
- ✖ Other?

12

Non-Traditional

Adult Education student participation is complicated by competing factors—

- jobs, family responsibilities, financial problems
- personal issues (values, goals, interpersonal competence, mastery of life transitions),
- academic issues (ability, learning style, study skills), and
- social/environmental issues (environmental compatibility),

13

Content is not ENOUGH!

Achieving a goal requires the ability to persist through obstacles and endurance to keep going in spite of difficulties.

- *Activation* involves the decision to initiate a behavior
- *Persistence* is the continued effort toward a goal even though obstacles may exist
- *Intensity* can be seen in the concentration and vigor that goes into pursuing a goal.

14

“A gem cannot be polished
without friction
Nor man perfected without trials”

-CHINESE PROVERB

15

What is Resilience?

This means the ability to bounce back emotionally, to take no obstacle as a sign of one's inferiority, to establish a strong sense of self that external circumstances and other people cannot undermine.

16

Dr. Cal Crow: Attributes Common in Resilient People

Resilient people have a **positive image of the future**. That is, they maintain a positive outlook, and envision brighter days ahead.

Resilient people have **solid goals**, and a desire to **achieve those goals**.

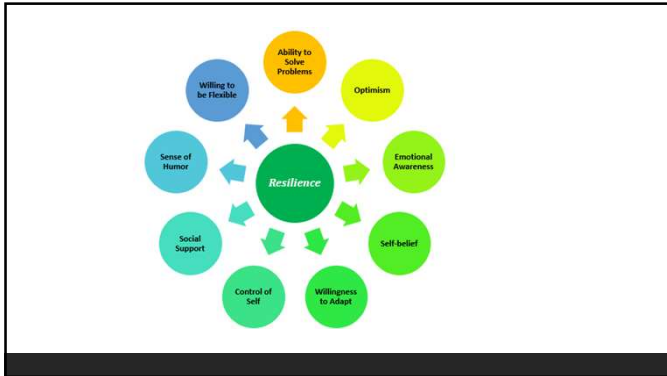
Resilient people are **empathetic and compassionate**; however, they don't waste time worrying what others think of them. They maintain healthy relationships, but don't bow to peer pressure.

17

Dr. Cal Crow: Attributes Common in Resilient People

Resilient people never think of themselves as victims – they focus their time and energy on changing the things that they have control over.

18



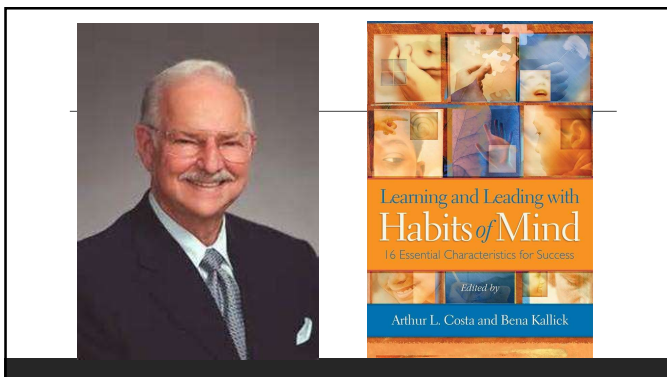
19

Growing from Setbacks

Setbacks, swerves, and curves await everyone.

Resilient people don't wallow or dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward.

20



21

Arthur Costa's Habits of Mind

- | | |
|--|---|
| 1. Persistence- Persisting | 9. Thinking and communicating with accuracy and precision |
| 2. Managing impulsivity | 10. Gathering data through all senses |
| 3. Listening to others | 11. Creating, imagining, and innovating |
| 4. Thinking Flexibly | 12. Responding with wonder and awe |
| 5. Thinking about thinking | 13. Taking Responsible risks |
| 6. Striving for accuracy and precision | 14. Finding Humor |
| 7. Questioning | 15. Thinking interdependently |
| 8. Applying past knowledge to new situations | 16. Learning Continuously |

22

Persisting Partners

Partner up and read the article excerpt.

As you read, note what stands out to you in the article and discuss with your partners.

Be prepared to share!



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23

Building Persistence

Persistence is a skill that needs to be nurtured and developed in some students especially those with negative experiences in the past.

Persistence does not mean continuing to do the same thing when it is not working.

It includes knowing when to pause, ask for help, change strategies, and begin again.

24

What happened? REVISITED

Students are motivated enough to enroll in educational programs and many clearly value education.

What is it that makes them stop coming to class?



25

POCS: Steps to Problem Solving

Address barriers before they become major setbacks



A setback becomes manageable when learners have a process.

26

Problem Solving is Critical

Problem- Identify the ISSUE

Options- List all options

Consequences- What will happen with each option?

Solution- Choose the best solution for Plan A and then second best for Plan B

Issue- Childcare

What are ALL options? ask a trusted relative or friend, mother's day out, daycare, montessori, sign up for daycare support services, other?

Consequences- some options are pricey, may be a wait list

Pick Best options to serve as solution: Plan A sign up for childcare assistance, plan B ask grandmother or relative, Plan C ask a friend or neighbor

27

Arthur Costa's Habits of Mind

- | | |
|--|---|
| 1. Persistence- Persisting | 9. Thinking and communicating with accuracy and precision |
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| 7. Questioning | 15. Thinking interdependently |
| 8. Applying past knowledge to new situations | 16. Learning Continuously |

28

Why Teach Habits?

Habits of Mind

- Places a lens on attitudes, habits, and character traits in addition to cognitive skills
- Acknowledges the role that emotions play in a good learning environment
- Provides a common talking point for instructors across their classes and participants

29

What can we do?

- Make everyday meaningful, especially the first day of class.
- Build a rapport with students.
- Review expectations and demands of class with students.
- Introduce the steps for Goal Setting and have students set goals.
- Provide content on the first day!

30

Thank you!