

Learner Persistence Program Self-Assessment of Student Involvement Strategies

This compilation of promising practices in learner persistence draws from the New England Learner Persistence Project, research by the National Center for the Study of Adult Learning and Literacy (Comings, Parrella & Soricone, 1999) and the NCSALL Learner Persistence Study Circle Guide (2005), Equipped for the Future, the *Stick With It* project of the National Research and Development Centre in the United Kingdom, and others. The evidence for the promising practices comes from research and professional wisdom. Practices in some categories necessarily overlap, such as goal-setting upon entrance and during participation.

We hope that doing the self-assessment is a fruitful experience for you. For more information, please contact the New England Learner Persistence Project Director, Andy Nash at anash@worlded.org

Program self-assessment scale: 1 – Top priority need to address 2 - We should work on this at some point 3 – We’re already working on this but could do it better 4 – We do this adequately 5 – We do this well		
Promising Practices in Learner Persistence	Self- Assmt	Comments, Questions to Explore, Evidence for the Score
Student Involvement		
a. Provide meaningful opportunities for student involvement and leadership in areas such as new student orientations, program evaluation and governance, civic participation, and building connections to the community.		
b. Train and hire former students as outreach workers, peer mentors, peer support group leaders, or tutors or teachers.		
c. Engage students in exploring ways to take action to address their common barriers (e.g. lack of public transportation, access to daycare, funding for education)		