

# Focusing on Post-Secondary Transition Delaware Adult Education

Fitting the pieces together to  
facilitate change!



# Delaware Statistics

## 2008 – 2014 Post-Secondary Statistics

Year	Percentage
2008	61%
2009	74%
2010	88%
2011	89%
2012	91%
2013	32%
2014	38%

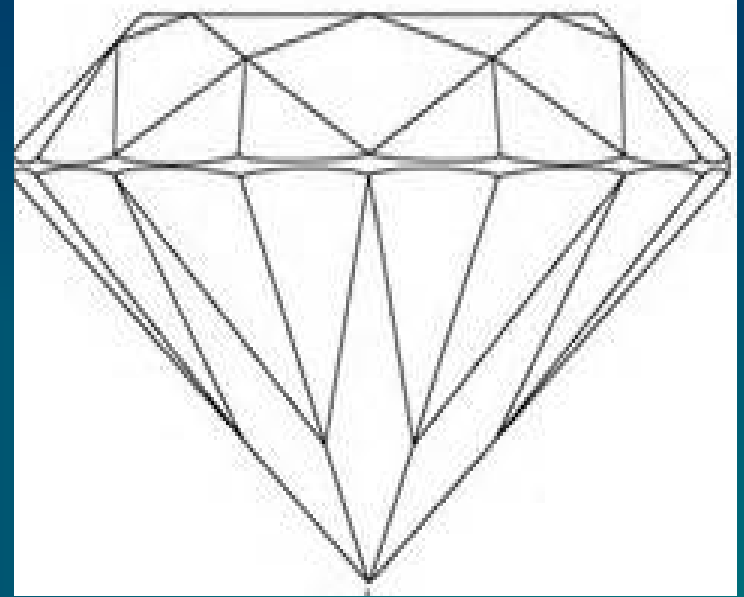
# First Steps of Focusing on Post-Secondary Goal Setting

- Environmental Scan
  - What, when, why of current practice
- What we learned
  - Who are target audiences?
  - What are their expectations?
- What we did
  - Plan, implement, evaluate, revise, monitor



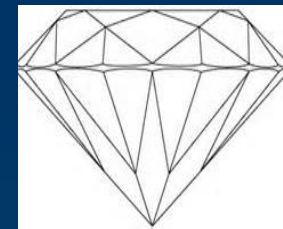
# Culture Development

- Audiences
  - Adult learners
  - Teachers
  - Program Administrators
  - State Administrators
- Facets
  - Mindset
  - Instruction
  - Processes
  - Reporting/Monitoring
  - PR – the message





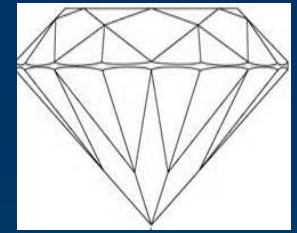
# Mindset



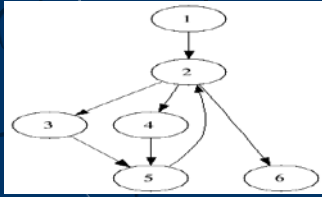
Audience	Strategy
Adult Learners	Share information on need for post-secondary goals Reinforce possibilities at orientation Provide additional supports to targeted groups
Program Administrators	Create culture that supports transition Develop transition classes Compile resources
Teachers	Share information on need for post-secondary Change perceptions <ul style="list-style-type: none"><li>• Completion mentality - GED® or diploma is not a terminal point</li><li>• “Poor dear” mentality</li></ul>
State Administrators	Research what others have done Talk with other agencies to ascertain support Discuss processes with post-secondary providers Fund pilot transition classes – different models Report findings – Ah-ha Moments and bi-monthly meetings



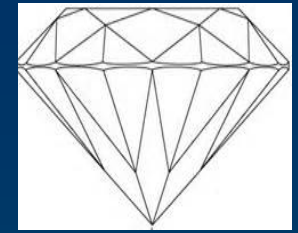
# Instruction



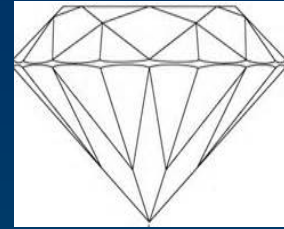
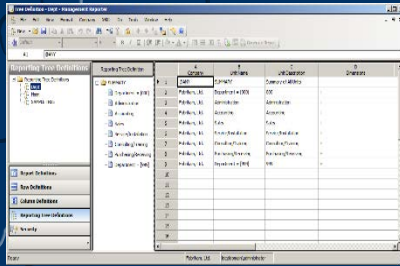
Audience	Strategy
Adult Learners	Participate in discussions, assignments, research on career goals Provide information on access to post-secondary opportunities Referred to “transition” counselors Practice skills and habits needed to be successful Initiate Prison College Courses
Teachers	Include information on post-secondary training/education into assignments Practice skills and habits in classroom processes
Program Administrators	Monitor student data to identify learners ready to transition Compile resources for teachers/counselors – opportunities, tuition assistance, timeframes
State Administrators	Meet with pilot programs to discuss processes, new findings, needed resources; later, share progress with other ABE programs



# Processes



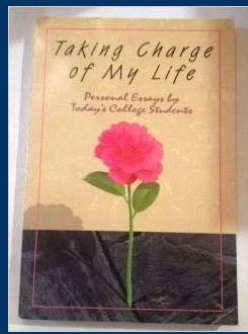
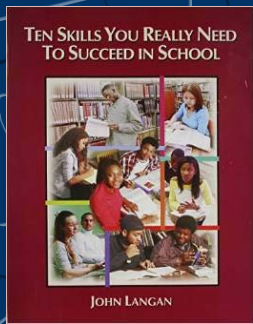
Audience	Strategy
Adult Learners	Classroom instruction College Fairs College Visits Successful students came back to share information
Teachers	Include post-secondary focus in classes Refer to “transition” counselors and/or classes Encourage successful student behaviors
Program Administrators	Include post-secondary conversation in orientations Identify and resource “transition” counselor Administer post-secondary tests and provide follow up instruction Align OAASIS Team Members
State Administrators	Provided programs with scholarship/grant opportunities in state Developed P-20 data match Developed process to data match with vo-tech adult ed programs Focused on transition during two statewide literacy summits



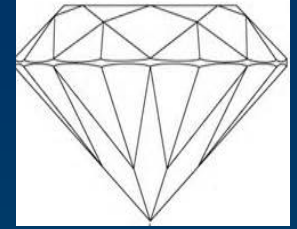
# Reporting/Monitoring

Audiences	Strategies
Adult Learners	Emphasized progress towards transition
Teachers	Transition teachers documented student performance, shared student concerns, road-blocks, and accomplishments with administrators
Program Administrators	Closely monitored student progress, student separation, student movement into post-secondary, student attitudes and feedback
State Administrators	<p>Developed processes and reports with MIS</p> <p>Met with programs to share findings across all pilots</p> <p>Disseminated information to other ABE programs</p> <p>Determined challenges and barriers to post-secondary transition</p> <p>Drew some preliminary conclusions on when learners are entering post-secondary</p> <p>Developed a process for determining post-secondary performance targets (pre and post cohort reporting)</p>





# The Message



## 1. Publications

1. Career Choices
2. Making the Transition to College

## 2. DOL Career Compass

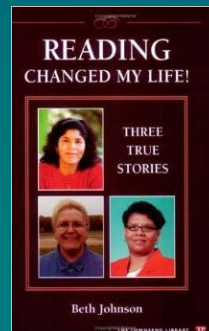
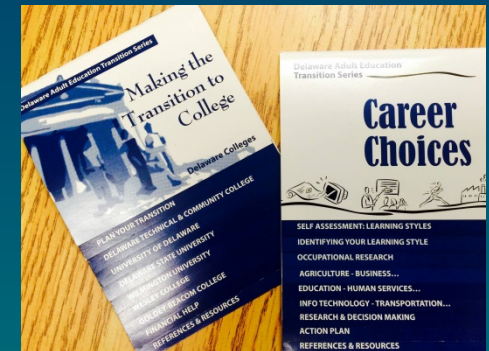
## 3. Financial Aid

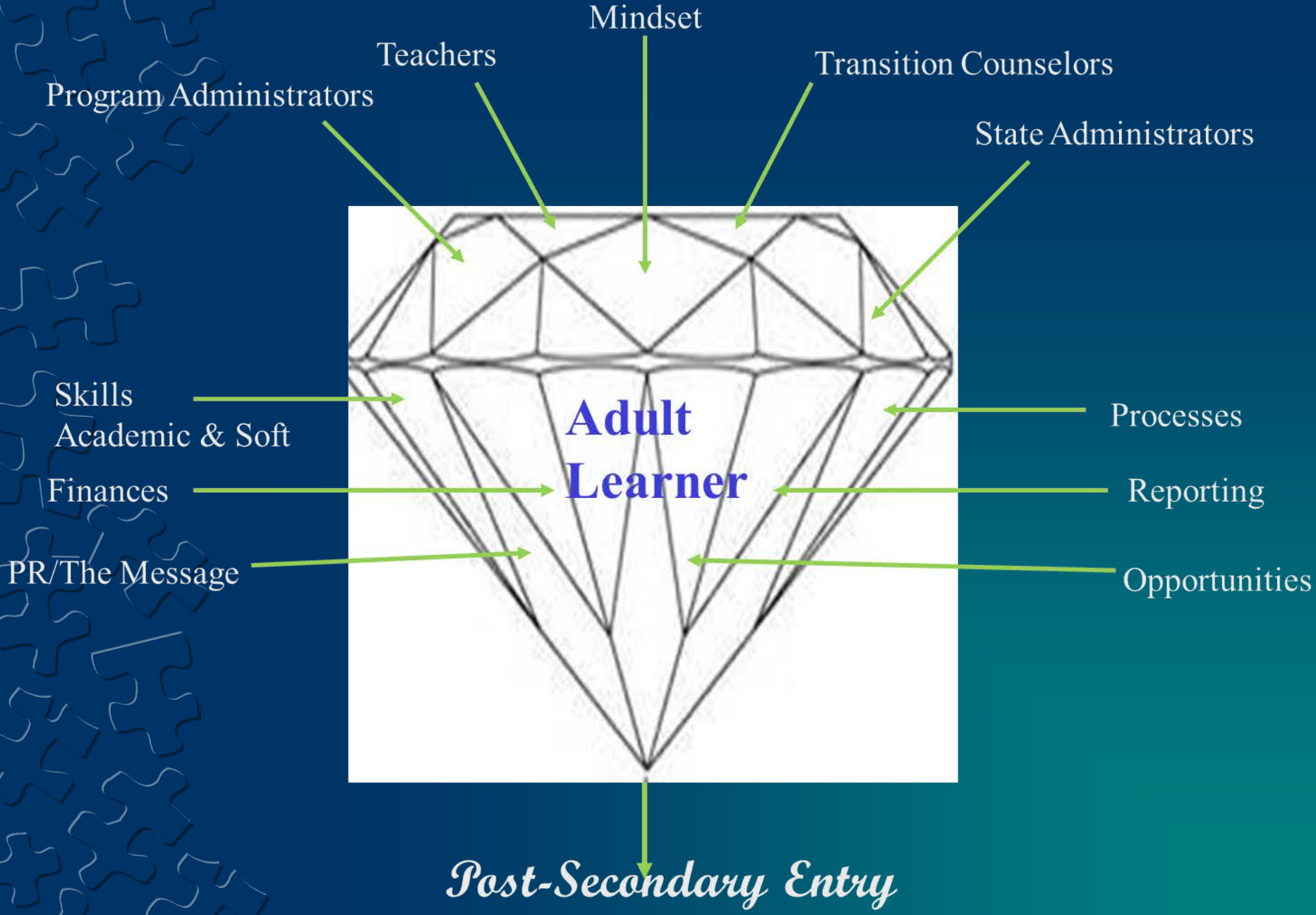
1. Governor's Workforce Development Grant
2. Scholarships – Ruth A Minner, and OAAIS

## 4. Statewide conferences with students and teachers

## 5. Synergy articles

## 6. Certificates of Educational Attainment – Writings on Career Development





Mindset

Teachers

Transition Counselors

Program Administrators

State Administrators

**Adult  
Learner**

Skills  
Academic & Soft

Processes

Finances

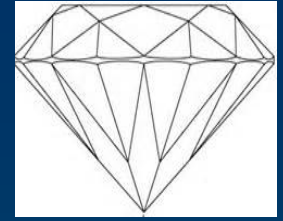
Reporting

PR/The Message

Opportunities

*Post-Secondary Entry*

# Where to begin?



1. Believe – adult learners are “diamonds in the rough” and can achieve!
2. Scan your environment – know where you are before you start out for a new destination!
3. Determine priorities – where will you allocate limited resources based on “best bang for buck”!
4. Differentiate services based on various student population needs – all adult learners are not the same!
5. Talk with partners – this process is a continuous improvement process and does not have a one size fits all solution!



# Partners in continuing to put the pieces together!

## **Delaware Adult Education Programs**

- ABE-at-a-Distance
- Appoquinimink Adult Education
- Christina Adult Education
- Corbit Colloway New Start Program
- DTCC – Owens Campus
- DTCC - Terry Campus
- DTCC - Wilmington Campus
- Indian River Adult Education
- Latin American Community Center
- LVSA
- New Castle County Vo/Tech
- Polytech Adult Education
- Red Clay Adult Education
- Sussex Tech Adult Education
- West End Neighborhood House
- Delaware Prison Education Program – Young, Vaughn, Baylor, SCI

## **ICAL –**

- Labor
  - Correction
  - Health & Social Services
  - Libraries
  - DAACE
  - OAASIS
  - Education
- **The ACE Network**
  - **DE DOE Adult and Prison Education Workgroup**
    - (302) 857 3340
    - [Maureen.Whelan@doe.k12.de.us](mailto:Maureen.Whelan@doe.k12.de.us)

