Supporting Successful Transitions: College & Career Awareness for Adult Education Students

July 29, 2014

Wynne Ferdinand
Goals for Today

• What does it mean to be college and career ready?

• College & Career Preparation in Bridge Programs

• What are the predictors of postsecondary success?

• Next Steps
Record your responses on the chart paper

What do our students need to know about postsecondary transitions?

What's one thing we could do to build students' college readiness?

What's most important for success in the first year of college?
Why Integrate Transitions?

• HSE diploma earners transition to PSE at a lower rate than traditional high school graduates

• By 2018, a majority of jobs will require a postsecondary credential

• Positive economic impact on families

• Supplement academic skill development
College Readiness and Career Awareness: Core Bridge Beliefs

- All HSE students are “college material” and are expected to go on to PSE.
- Success = strong retention, completion and transition.
- Integrated and comprehensive curriculum and service delivery.
- Meaningful curriculum contributes to student engagement and retention.
- Instructional staff play key role in creating college going culture.
What is already working in your programs to support college access and career awareness?
How does the Bridge Program Build College and Career Awareness?

Intentional Program Design

Career Focused Curriculum

Alignment with PSE
College and Career Awareness: Intentional Program Design

- Cohort model, semester long, part time, day and evening
- Early and ongoing focus on PSE transition
- Integration of college knowledge and career awareness activities
- Focus on depth over breadth
- Purposeful learning
College and Career Awareness: Postsecondary Systems

- Faculty input for curriculum design
- Social integration on campus
- Alumni speakers & mentors
- Cross-college initiatives to promote successful transitions
- Fostering relationships with staff, faculty and service providers
College and Career Awareness: Contextualized Curriculum

- Build college & career readiness skills that support effective transitions
- Explore key concepts in a career sector
- Support academic persistence
- Develop aspirational culture
What does the Bridge curriculum look like?

**College and Career Exploration**
- Career Narratives
- Goal Setting
- PSE planning & research

**Healthcare**
- Nutrition
- Patient Care
- Epidemics and Infection Control

**Business**
- Entrepreneurship
- Professional Ethics
- Basic Economic Principles

**Science**
- Cells and Genetics
- The Scientific Method
- Evolution
College and Career Transitions

ACCESS

ENGAGEMENT

GRADUATION

TRANSITION
Access: Intake and Admissions

- Establish Shared Goals
- Measure Persistence
- Build Community
- Plan for Success
Identifying Shared Goals

1. The factors and experiences in my life that are motivating me to enter a HSE class are my child and my family.

2. My strongest skills and abilities are helping others. I also like doing math. I like to learn new things.

3. Things that might prevent me from achieving my goals include nothing and nobody can stop me from achieving my goals.

4. To be confident that I will pass my HSE, I need to practice skills such as reading and writing skills.

I need to practice the skills listed above because sometimes I can read something and not understand what I read.

5. The people who know I will be going back to school and support my decision are my godparents, my sister, and my boyfriend.

6. My expectations of the HSE Program are to learn more things so I can pass the ged test.

7. After I receive my HSE diploma, my goal is to attend college and get a good job.
Case Study in Critical Thinking

The Procrastinators

Two students from Professor Hallengren’s English composition class sat in the cafeteria discussing the approaching deadline for their fourth essay.

“There’s no way I can get this essay done on time,” Tracy said. “I’ve turned in every essay late, and I still owe him a rewrite on the second one. Professor Hallengren is going to be furious!”

“You think you’re in trouble,” Ricardo said. “I haven’t even turned in the last essay. Now I’m going to be two essays behind.”

“How come?” Tracy asked. “I would have thought a young guy right out of high school would have all the time in the world.”

“Don’t ask me where my time goes,” Ricardo answered, shrugging. “Deadlines keep sneaking up on me, and before I know it, I’m weeks behind. I live on campus, and I don’t even have to commute. But something always comes up. Last weekend I was going to write that other essay and study for my sociology test, but I had to go to a wedding out of state on Saturday. I was having such a good time, I didn’t drive back until Monday morning. Now I’m even further behind.”

“So that’s why you missed English class on Monday,” Tracy said. “Professor Hallengren lectured us because so many students were absent.”

“I know I miss too many classes. One time I stayed home because I didn’t have my essay ready. And sometimes I stay up late talking to my girlfriend on the phone or playing video games. Then I can’t get up in the morning.”

“My situation is different,” Tracy said. “I’m in my thirties and I’m a single mother. I have three kids: five, seven, and eight. I work twenty hours a week, and I’m taking four courses. I just can’t keep up with it all! Every time I think I’m about to catch up, something goes wrong. Last week one of my kids got sick. Then my refrigerator broke, and I had to work overtime for money to get it fixed. Two weeks ago they changed my schedule at work, and I had to find new day care. Every professor acts like his class is all I have to do, I wish! The only way I could do everything is give up sleeping, and I’m only getting about five hours a night as it is.”

“What are you going to do?” Ricardo asked.

“I don’t think I can make it this semester. I’m considering dropping all of my classes.”

“Maybe I should drop out, too.”

1. Who do you think has the more challenging self-management problem, Ricardo or Tracy? Be prepared to explain your choice.

2. If this person asked for your advice on how to do better in college, what specific self-management strategies would you recommend that he or she adopt?

DIVING DEEPER Which person’s situation, Ricardo’s or Tracy’s, is more like yours? Explain the similarities and identify what you do to keep up with all of the things you need to do.
Case Study in Critical Thinking

Choose one of the characters in the passage (Ricardo or Tracy) and explain how their situation is similar to yours, using examples from the reading and your own life.

One character's situation that is similar to mine is Tracy's. Tracy has kids, school, and a job. I, myself, have a kid, I have a job, and I am now signing up for school and try to make time for all.
Planning for the responsibility of school

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<th>Monday</th>
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<th>Thursday</th>
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<th>Saturday</th>
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<tr>
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<td>take my son to school</td>
<td>→</td>
<td>→</td>
<td>→</td>
<td>→ sleep</td>
<td>sleep</td>
<td>sleep</td>
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<tr>
<td>10 am—12 pm</td>
<td>pick my son up from school</td>
<td>→</td>
<td>→</td>
<td>→</td>
<td>→ clean</td>
<td>clean</td>
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</tr>
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<tr>
<td>8pm-10pm</td>
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<td>gym</td>
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<tr>
<td>10pm—6am</td>
<td>sleep</td>
<td>study (10-11)</td>
<td>sleep</td>
<td>study (10-11)</td>
<td>sleep (11-6)</td>
<td>study (10-11)</td>
<td>sleep (11-6)</td>
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Identifying Professional and Academic Goals

My professional goal is to become a Nurse for children. A Pediatric Nurse. I want to become a Pediatric Nurse because I enjoy working with children. I always want to be a Nurse so I can help people when they are sick. So becoming a Pediatric Nurse would be the perfect professional goal for me. For me to achieve my goal as becoming a Pediatric Nurse, I will have to say focus on my goal. I have to complete my GED and go to College to learn the right things I will need to become a Pediatric Nurse. Nothing will stop me from achieving my professional goal as to becoming a Pediatric Nurse.
Engagement

- Weeks 1-4: College and Career Unit
- Weeks 5-16: College and Career Workshops
  - Workshop 1: This I Believe
  - Workshop 2: SMART Goals/Career Pathways
  - Workshop 3: My Next Move
  - Workshop 4: Career Research
  - Workshop 5: Exploring Programs
  - Workshop 6: Individual Conferences
  - Workshop 7: Career Panels
  - Workshop 8: College Applications
  - Workshop 9: Financial Aid
  - Workshop 10: Tuition Costs
How To Reap the Most Out of College (Or Any) Education

Annie Murphy
Paul

A growing body of evidence suggests that the most significant thing about college is not where you go, but what you do once you get there. Historian and educator Ken Bain has written a book on this subject, *What The Best College Students Do*, that draws a roadmap for how students can get the most out of college, no matter where they go.
Who are some of the people called “deep learners” who are quoted in the reading?
Spend 10 minutes reading the article.

Pay careful attention to each of the strategies that will help you get the most out of your education. Underline anything you think is important.

How To Reap the Most Out of College (Or Any) Education

Annie Murphy Paul
Work with your group members to complete a focused response about one strategy from the reading. Post your work on chart paper to share with everyone.

**Strategy #1: “Pursue Passion Not A’s”**

Explain what it means to pursue passion, not just good grades.

How can pursuing your passion help you succeed in the Bridge Program and in College?

Why is pursuing your passion important to Neil deGrasse Tyson?
Gallery Walk

Visit the posters in the room. Post at least two comments, using these prompts:

I agree with this statement because.....

I connect with this idea or strategy because.....
Graduation and Transition

• Close gap in school: Students start in college the semester after they finish their HSE program
• Alumni outreach and engagement
• Continued enrollment and registration support
• Ongoing case management and data tracking
What transitions challenges does an HSE graduate face?

• Navigating Admissions & Enrollment

• Developmental Needs

• Time to Completion

• Campus-Based Community Participation

• Adult Responsibilities

• Persistence and Coping
What are the predictors of PSE Success?

- Immediate Entry
- Full Time Enrollment
- Academic Readiness
- Work Status
- Social Involvement on Campus
- Community/Family Support
What practices support College Readiness?

✓ Required postsecondary planning component

✓ Frequent & Formal PSE activities

✓ Staff Expertise in PSE options and advisement

✓ Ongoing support for all students (groups and one-on-one)

✓ Academic preparation to support skills gap

✓ Rigorous curriculum aligned to college readiness requirements
What steps might you take to strengthen program services and support students’ transition to PSE?
Professional Development Led By Practitioners

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<th>Teacher Preparation &amp; Curriculum Development</th>
<th>Program Redesign</th>
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<tbody>
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<td>• Interactive Workshops</td>
<td>• Team Building</td>
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<td>• Curriculum Coaching</td>
<td>• Mission Development</td>
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<td>• Webinars</td>
<td>• Goal Setting</td>
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<tr>
<td>• Instructional Resources</td>
<td>• Leadership Training</td>
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