It’s All About The Advising
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“You have to go wholeheartedly into anything in order to achieve anything worth having.”
Frank Lloyd Wright
Adult Diploma

Minnesota’s new state adult high school diploma is a standard competency-based diploma that is issued by the state department of education for adults that complete an approved ABE program.

Aligning to Minnesota’s Educational Standards

- College and Career Readiness Standards (CCRS) for Adult Education
- Academic, Career and Employability Skills (ACES) and
- Northstar Digital Literacy Standards

Minnesota State Adult Diploma Competency Domains

English Language Arts, Mathematics, Career Develop. Employability Skills, including Digital Literacy Skills, Social Studies, Science

ADVISING IS KEY!!!!!!
ALL ABE expected to have some career and future planning procedures in place.

Statute 124D.52.Subd.8
2014 Legislature mandates
- initial interviews
- review demonstrated competencies
- exit interviews assisting with transitions to training, a career, or postsecondary

World’s Best Workforce
2013 Legislation mandates
Beginning in 9th grade students must have a Personal Learning Plan intended to insure every student is career college ready.

Done by an adviser.
What This Means.....

- ABE staff and faculty are being asked to provide learners with guidance about their education and/or career plans, and the “life” supports they will need to pursue their goals. *Supporting Learner Pathways.*

- Many programs have already adapted to these expectations by implementing new advising procedures or standardizing their student supports or counseling.

- All ABE sites will be expected to have some career and future planning programs or procedures in place, but remember this will look much different around the state. (Differentiated Advising)
Write down (3) questions you need assistance with or want *ANSWERED* by the end of this presentation.

**Break Out Questions** (include both groups of people within each group), Pilot group, Curious Group

1. Describe your current advising process within your program. How do you advise new or current students to enter your program? (5-10 min. discussion)

2. What are key players (roles) needed to implement the adult diploma or maintain it within your program? What will it look at YOUR SITE.
Glacial Lakes ABE Consortium

10 school districts and two jails
500 students enrolled with intentions of GED-5 completed
3 Diploma sites: Willmar, Litchfield, Hutchinson
Glacial Lakes - Adult Diploma
First Steps with ABE Instructors

- Takes TABE Reading and Math
- Northstar 1-5 [Proctored]
- Writing Sample [Personal Narrative]
- Student Application for the Diploma Learning Community
- Begin portfolio with Resume and Transcripts
- Upon completion of these steps and investment of time with ABE, student will email or phone ADVISOR to continue the process
Advising Meeting

- Completion of Adult Diploma Initial Advising Form Holland Codes [Card Sort]
- Learning Styles Inventory OR Prior School - self perceptions survey]
- My Goals
- Review writing sample, resume, materials from student
- Set up timing of future study times with ABE staff and future advisor meetings
My Goals

Short term GOAL: 

Target Date: 

Three Steps:

I will know I have succeeded when:
From the Past to the Future Intake Survey (activity)

1=A very negative “No”                  7 = a very positive “Yes”

1. An education is very important to me at this point in my life.  1 2 3 4 5 6
2. When I think back to my past school experiences:
   My family and friends were helpful 1 2 3 4 5 6 7
3. When I consider studying today for the adult diploma:
   My family and friends will be more helpful 1 2 3 4 5 6 7
4. I expect to better in this program than in school. 1 2 3 4 5 6 7

5. My greatest concern coming into this program is: ________________

6. My best idea for overcoming this during the program is: ________________
Tasks to completion

Student Application and contract
Review transcripts and determine best pathway
Student reviews needs checklist
Instructor: needs checklist for student file
Challenges

- Students thinking this is going to be a quick process
- Level E Competency Demonstration in Reading, Writing, Speaking, Math
- Moves, jobs, children and rock and roll distractions
Mankato Advising Plan

- **Assessment/Intake Meeting -**
  1. meet student in advising session
  2. assessment levels
  3. develop a plan GED/Diploma student (discuss options)
  4. register student in MABE
Advising Process

- Adult Diploma/GED Screening Tool Intake Interview Advising Intake Form
- Standards Checklist MN Adult Diploma Checklist
- Self Management Tool (throughout whole process) Self Management Tool
- Navigating Systems Checklist Navigating Systems Checklist, Employer Navigating Checklist Employer Checklist
- NorthStar - Digital Literacy Checklist NorthStar
- ABE Instruction - enroll in ABE courses for diploma completion
- Transcripts - reading transcripts Transcript 1- English credit possibility/SS classes, Transcript 2, Speaking & Listening
Key Advising Issues

1. How do we give appropriate credit for past experience. Transcripts, Work History, GED/Accuplacer test scores...
2. How do (advisors) determine what needs to be done to fulfill competencies?
   a. evaluate competencies
   b. evaluate exams (Accuplacer, GED)
   c. use program resources (instructors, working group, WFC, local college)
   d. consult working group resources
Key Advising Issues Continued..

3. How do we help students make an informed decision?
   - Understanding adult diploma requirements
   - Understanding the expectations and timelines involved
   - Understand student’s commitment to Adult Diploma
   - Communicate with instructors what competencies are needed
Transcripts/Diploma Checklist

Communication is Key

- Between Teacher, Advisor, Student
- Building Knowledge and Confidence with our teachers about the competencies needed for the adult diploma.
- All Expectations need to be clear for student and instructors.

Use Checklist between all parties involved Diploma Checklist

Take my advice
I’m not using it
Mistakes Made Early On

Mistakes made during the pilot process……………

1. Understanding the competency checklists and completion options before advising students is vital.
2. Learning to Adapt to Changes during the PILOT stages.
3. Enrolling students in the diploma at the beginning phases without having the student committed to participation towards the diploma.
4. More communication between all participants involved is key including understanding of the diploma completion options and competency checklists.
5. CC Emails to students, advisors, and instructors involved.
Summary of PILOT learners

Student Stories

1. **Graduate 1** - worked on GED for 8 mo. before pilot began. (Total 9 ½ mo. working on diploma). She had a combination of GED assessments, WFC experience, employment background, and ABE instruction.

2. **Graduate 2** - worked on GED for 4 mo. before pilot began. (Total 6 mo. working on diploma). He had a combination of GED assessments, employment background, and ABE instruction, Accuplacer tests and assistance, and continued advising with writing sample and presentation.

3. **Pilot Learner 3** - worked on GED for 8 mo. before pilot, he then passed 3 GED tests and continues to work on Accuplacer math, and developing a future pathway. He hasn’t been attending GED or diploma for quite some time. [Learner 3 checklist](#)
4. **Pilot Learner 4** - worked on GED for 1 year+ before pilot, he continues to work on Accuplacer/GED assessment competencies. He completed a College Connections class for Developing a Future Pathway and passed the reading and sentence skills portion of the Accuplacer for reading, writing, and language competencies. He has participated consistently until full time work has taken him away for a few months. [Learner 4 checklist](#)

5. **Pilot Learner 5** - this student has been an ESL student in our program for 3+ years before the pilot began working towards a diploma. She recently made the assessment cut at 236 on a CASAS and has been entered into our pilot. She will begin working on the employability standard and continue working with RLA standards. We anticipate many more students in the adult diploma with the same background.

6. **Pilot Learner 6** - this student recently retrieved past GED 2002 test scores which will count as passing competencies in Science and Social. At this time, she has been assigned the majority of the Employability standards to work on coming to GED for reading preparation. [Learner 6 checklist](#)

These are 6 of 20 students enrolled in the Adult Diploma from Mankato.
Portfolio Wrap Up

When a site is ready for a student to be sent for review:

1. Check and Double Check to make sure competencies meet the standards of the Adult Diploma.
2. Email Brad with name of student and send the completed Portfolio Review Form.
3. Portfolio Review Request Form [Portfolio Review Request Form]
Learner Web-Adult Diploma

- Getting a new teacher [Learner Web - entering a new learner](#) 12 min.
- Getting a new teacher [Teacher/ Advisor Role](#) Learner Web-adding a new teacher 8 min.

**LEARNER QUESTIONS??????**
Questions Follow-Up

- Read Aloud Questions
Survey

Please Fill out the survey.