# Division of Adult Education Monthly Webinar

November 16, 2023 This session is being recorded. By participating in this session, you are consenting to the recording, retention, and use of this session.



### Agenda

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- · Presentations: Retention and Persistence
- · Updates
- · Next Webinar

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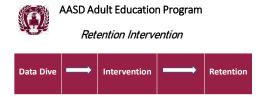
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### Presenters

- AASD Adult Education Program
  - Tina Swineford, AASD Adult Education Director,
  - tswineford@altoonasd.com
- IU1
  - Rachel Zilcosky, Program Administrator,
  - Rachel.Zilcosky@iu1.org
  - Angela Kenes, Head Coordinator, <u>Angela.Kenes@iu1.org</u>
  - Chelsea Snyder, Head Coordinator,
  - Chelsea.Snyder@iu1.org
- ProJect of Easton
   Erin Roman, Director of Programs,
  - eroman@projectofeaston.org

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# Data Dive @Jan. 10, 2023 Staff Meeting



• July 1 - December 31 Enrollment: 45% (45/100) • 25 Reportable Not Enrolled

45 Participants Enrolled

• 2Q Analysis (eData Adult Instructional Hours report)

 October - Dec. 2022: 25 new adults but only 8 met enrollment • What happened to the other 17?

??? How can we meet 3Q (75%) enrollment goal, if adults aren't persisting?

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- > eData Adult Instructional Hours report
   Who are the 25?
   When did they stop attending? Why?
- 19/25 (76%) Reportables stopped attending at 7hrs (the 2<sup>nd</sup> or 3rd class)

17/19 had an HSE goal, of which 9 were under 24yrs old (Important to note because Youth have unique needs)

### Honest Reflection

- I. Activity: How does it look? Feel? Sound? on a learner's first day? 1st week? What do we do well? Let's ALL do it! What could improve? Let's ALL adjust it!
- 2. Next Step: Identify 3 adjustments, to onboard new learners, that require
- minimal effort, but produce optimal results?



#### 3 Adjustments to New Learner Onboarding

1. Classroom Welcome routine (All Teachers) (Text from teacher before  $1^{\rm st}$  day, Welcome folder, introductions to classmates, where to sign in & find supplies, group lesson)

2. New Learner Check-ins (SSC) Informal talk with new learner

3. Attendance Motivators (DQS) (Weekly attendance drawing, Refer a Friend, name on Welcome board, GED scholarship signs & flyers, verbal recognition)

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#### AASD Adult Education Program New Learner Check-in GED CRefresh Date:

L Check-in!

IL Review of TABE Test Scores

eading Locator \_\_\_\_\_ Nath Loca
omments/ Concerns Issues \_\_\_\_\_

1. Tell me about your class. How is it working out for you?

2. Is the class time a good time for your schedule? 3. How are the class materials that you are working on?

a. Too Easy b. About Right c. Too Hard

4. Are there any issues or concerns that you would like to discuss with me?

5. Resources check-in Barriers - (Referrals as needed)

Math Scale Score

2. What have you been assigned? Essential Education Khan Academy Google Classroom Other\_\_\_ Have you used the SDL? Yes No How is this working for you? \_

III. Technology Check-in

3. "GED: Do you have your GED account? Yes No (if not, we can set that up now if you would like.)

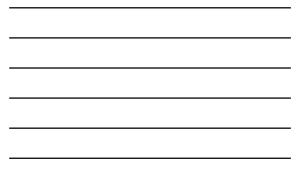
1. Have you been assigned Supplemental Distance Learning (SDL)? Yes No

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The Results

Data by Quarter	2 Quarter (Oct-Dec)	3 Quarter (Jan-March)	4 Quarter (April-June 9)
Enrollment	45% 45/100	74% 74/100	95% 95/100
Reportable <12hrs	25/70 = 36%	28/102 = 27%	32/127 = 25%
Participants enrolled >+12hrs	45	74	95
Adults (eData) wishing to access our services	70	102	127
eData	<ul> <li>25 new adults</li> <li>8 met enrollment</li> </ul>	32 new adults     29 met enrollment	<ul> <li>25 new adults</li> <li>21 met enrollment</li> <li>6 are close to 12hrs</li> </ul>



# **Retention Strategies**

Rachel Zilcosky, Program Administrator, <u>Rachel.Zilcosky@iu1.org</u>

Angela Kenes, Head Coordinator, Angela.Kenes@iu1.org

Chelsea Snyder, Head Coordinator, Chelsea.Snyder@iu1.org



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# Program Background and Strategies

#### Program Background:

- Serve Fayette, Greene, Washington and Westmoreland Counties in southwestern PA. Contracted enrollment in direct service grant is 497
- Rural area and with a large geographical area
- ESL population is about % of students served

#### **Retention Strategies:**

- Monthly County Student Support Coordinator Meetings established
   as part of the 2019-2020 Enrollment Plan
- Onboarding for Remote Classes Project for LEAD. PIT meeting data
   review showed remote classes had lower retention rates.



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# Student Support Coordinator "Triage" Meetings

#### Purpose:

 To increase student retention by identifying and addressing potential barriers to student enrollment and provide opportunities for increased staff engagement and dialogue.



### Student Support Coordinator "Triage" Meetings

#### How does it work?

- All classes are assigned a Student Support Coordinator to monitor attendance, address barriers, and provide transition support.
- All Student Support Coordinators meet monthly according to the county where their assigned classes meet. Discussions focus on new student attendance, enrollment status of new students, and strategies used to re-engage those students attending class only once or twice.



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# Student Support Coordinator "Triage" Meetings

#### How does it work?

 Meetings are generally held at the end or early beginning of the month to determine if those students that may have started later in the month do enroll in the following month. For example, we will discuss October enrollments at the end of November/beginning of December.

• This information is documented on a form that is reviewed by our administrator and PIT members.



### Student Support Coordinator "Triage" Meetings

#### Observed Benefits

- Student Support Coordinators have a set aside time to look at those students who have come to one or two classes and have not returned.
- Communication is improved and able to brainstorm ideas for supports
- · Provides qualitative date for review at PIT meetings



# **On-Boarding for Remote Learners**

#### Purpose:

To help improve retention with remote learners. Additionally, the onboarding sessions help to eliminate remote classroom barriers (zoom access/controls) to ensure students can successfully participate in instruction.

Lastly, by providing new students with initial introductions to zoom controls, it helps to eliminate troubleshooting performed by the instructor during class sessions.



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# **On-Boarding for Remote Learners**

#### How does it work?

a. Students complete orientation and assessment and get scheduled for a remote onboarding session.
 a) Onboarding sessions are offered 3 different times each week.

- each week. b) Onboarding appointments are scheduled through PickTime. 2. During the session, basic zoom controls are reviewed, class access is reviewed, internet speed is assessed, and class communication tools are re-reviewed. 3. An onboarding report is completed for each student and uploaded to their student folder. If the student qualifies, emails are sent to instructor and student support coordinator and student is given a class start date to beein instruction. date to begin instruction.



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# **On-Boarding for Remote Learners**

#### **Observed Benefits**

- · Instructors can eliminate the constant review of zoom controls.
- Internet speed and connection is tested to ensure students have reliable access to the internet to successfully connect and participate during instruction.
- Average retention rate for remote classes have increased to 71% from 63% before implementation.



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### I. Open House

- ► Flyers throughout community and social media 3 weeks before
- Intakes and tours done that day
   Offered in Spanish and multi-language
- Snacks



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### II. Orientation

- Appointment for orientation given at open house
- On-site and Online orientations are different
- Orientation done by Case Manager that begins their program
   SMART Goals, Self-Sufficiency Rubric, Reisec Test, Student Handbook, rack cards for all other programs, explanation of program expectations





# III. Benchmark Testing

- Appointments given at orientation
- All testing in computer-based CASAS or remote CASAS Students proctored by case managers





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### IV. Case Management- Student Success Coaches

- Students placed in classroom based on CASAS scores Case manager meets with students based on needs-assessment tiering:
  - 1. Tier one: daily
  - Tier two: weekly
     Tier three: monthly
- Individual Service Plans used to connect with all barriers
- Case manager does weekly Life Skills session with class for: stress management, time management, barrier support, verbal and nonverbal communication skills, interviews, budget, organization skills, goal reaching



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### Case Management Support Resources

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# V. Teacher Support

- Teachers teach transferrable skills to relate skills to real life ►
- Teachers make connections with students that follow through after they leave
- Teacher and case manager speak weekly regarding any new student barriers Teachers meet with teachers at PLCs to strategize best practices with students
- Teachers attend and implement professional development for student success and retention
- Teachers motivate students; students motivate students We, as a team, become their biggest cheerleader



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# Division updates and reminders

- · New address for division - 607 South Drive 3E Harrisburg 17120
- FERs: funds owed LEA/PDE
  - Each FER is separate
  - Funds owed agency in one FER do not cancel out the funds owed PDE in another
- · Info in HiSET, not in DiplomaSender
  - Email Whitney Newhouse, copy advisor
  - Include name of test taker, info that is missing



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## Incentive funds

- Prior year state Act 143 funds
- · One-time funds
- · Based on data in eData as of 12/31
- Criteria
  - 1% of grant amount for meeting 50-54.99% of contracted enrollment OR
  - 2% of grant amount for meeting 55-64.99% of contracted enrollment OR
  - 3% of grant amount for meeting higher 65+% of contracted enrollment AND
- \$\$ amount/student w/EFL gain or HSE attainment.
   pennsylvania

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## Use of incentive funds

- Incentive compensation for staff

   Need to have a policy/plan for this
- Staff to attend PAACE conference
- Staff to attend other job-related conferences
- Additional investment in instructional technology
- Purchase textbooks to give students

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### Additional state funds

- Recurring
- Increase for family literacy
   Similar to increase in federal 064 for 2023-24
- Convert PT positions to FT w/benefits
  - Teachers
  - Student support coordinators
- Increase pay for existing FT teachers & student support staff
- Add more FT teachers with increased contracted enrollment



# Next webinar

- · No webinar in December
- Next webinar: January 18 @ 11:00 AM
- · Topic: Partnerships
  - Looking for presenters, contact your advisor



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# Contact/Mission

For more information on adult education please visit PDE's website at <u>www.education.pa.gov</u>

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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