

Red Flag Chart

Red Flag: Enrollment or hours/student does not increase over three years.		
Possible Causes	Probing Questions	Possible Strategies
<p>1a. Enrollment Trend:</p> <ul style="list-style-type: none"> • Recent stagnant or decreasing funding can limit increased enrollment. • If your enrollment is declining, this could be a result of: <ul style="list-style-type: none"> ○ Students attending longer making classes full and unavailable to the 'revolving door syndrome' (That's a good thing!) ○ Your recruitment and marketing efforts may not be reaching your target population. ○ The scheduling and/or location of your classes may not reflect the needs of the target population. <p>1b. Hours Per Student Trend: With our focus on continuous improvement, you should see a steady increase in the hours each</p>	<p>Enrollment Trend</p> <ul style="list-style-type: none"> • Is the decrease in enrollment program-wide, or is it limited to certain classes or locations? • Has your budget allowed you to increase enrollment? • Has your cost per student remained the same? • What does the census data tell you about your primary target populations (e.g., ESL, working poor, older adults)? Do your recruitment strategies and promotional materials particularly target these individuals? Do your instructional offerings target these individuals? • What percent of your target population is currently employed? If it is a significant number, are you offering workplace education classes at local worksites? • Does your program have a productive relationship with several potential referral agencies (e.g., social services, health services, One Stop Centers, etc.)? • How did the majority of your current students learn about the program? Are you still using that recruitment technique? • If your enrollment is declining but hours/student are increasing: <ul style="list-style-type: none"> ○ Have you improved services or management procedures to foster increased intensity and duration? (A good thing!) ○ Are classes filled to capacity as a result of improved delivery? ○ Have the demographics of your target population changed over the three-year 	<p>Enrollment Trends</p> <ul style="list-style-type: none"> • If enrollment has significantly decreased and you need to recruit additional students, here are some possible strategies: <ul style="list-style-type: none"> ○ Go to the US Census and produce thematic maps of your service area showing pockets of undereducated adults and adults with limited English proficiency. Target recruitment and class locations there. ○ Conduct staff training sessions with social service case workers, public health nurses, and other agency staff that serve the same population. ○ Invite community based and ethnic organizations to co-sponsor classes and/or arrange referrals. ○ Take a more targeted approach to your recruitment efforts. Don't try to be "all things to all people." Customize your recruitment materials to specific target populations so they don't get 'lost' in all of the information.

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<p>student participates. If not,</p> <ul style="list-style-type: none"> The interview and intake process may not clarify expectations for new learners. Strategies are not in place to help students deal with barriers to participation. Instruction is not geared to student goals Students do not see progress toward their goals. 	<p>period?</p> <p>Hours Per Student Trend</p> <ul style="list-style-type: none"> Is the decrease in hours/student program-wide, or is it limited to certain classes or locations? To what would your staff attribute a downward trend? If enrollment is steady but hours per student is declining: <ul style="list-style-type: none"> Do you have an established 'stop out' procedure for keeping students engaged and connected to the program during temporary exits? If your "stop out" strategies are sound, are teachers trained in using them and actually following them? Do you have a system for contacting students after they have missed two-three consecutive classes? Are teachers building a sense of community within the classroom that keeps students engaged in the learning process and eager to participate? Is instruction student-centered in which students are actively involved in planning and evaluating their own learning? Is instruction contextualized to the students' goals so they see the relevance of what they are learning? Do teachers regularly engage students in a variety of informal assessments so they can see ongoing progress? If enrollment and hours/student are both declining: <ul style="list-style-type: none"> Examine all of the probing questions above. 	<p>Hours Per Student Trend</p> <ul style="list-style-type: none"> Examine the critical success factors and matching strategies throughout this report to pinpoint specific program components that need attention. Pay particular attention to #2, #3, and #4 related to student retention.

Red Flag: Retention: Program has a significant percentage of students exiting the program with less than 12 hours of attendance.

Possible Causes	Probing Questions	Possible Strategies
<p>2a. Your student orientation and intake process (e.g., orientation to the program, developing a supportive climate, linking with community support services/potential barrier resolution, standardized testing) is not supporting continuation.</p> <p>2b. Students are not at the 'readiness' level to pursue instruction due to unrealistic expectations, too many barriers, and other factors.</p>	<ul style="list-style-type: none"> • How pervasive is this issue? Is it program-wide, or is it occurring in a few classes? • Does your orientation and intake process inform and motivate students to participate, or does it consist primarily of filling out forms and taking pre-tests? • Does your orientation and intake process focus on student strengths and the knowledge/experiences they bring to the program, or does it focus primarily on identifying their weaknesses? • Are potential barriers to participation being identified and resolved during the orientation and intake process? • If your orientation and intake procedures are sound, are the individuals in charge of conducting those procedures thoroughly trained in adult learning theory? • Is student orientation and intake being conducted on a scheduled basis to ensure a more comprehensive, deliberate approach, or is it being conducted on a 'drop-in' basis? • Does the student orientation and intake process include very clear expectations about student attendance? • Are there differences between the student intake and orientation procedures in classes with strong student retention (>12 hours) versus weak student retention? • Are there differences between student demographics (e.g., age, gender, ethnicity, goals) of students who leave early versus those that don't? • Is your data entry accurate? 	<ul style="list-style-type: none"> • Conduct focus groups with students to determine how they feel about intake and what suggestions they have for improving it. • Look at models for managed intake that are supportive of entering students and help to build a sense of community. Check out http://ncbsonline.net/Managed%20Intake.htm for some ideas. • Set clear guidelines on student attendance expectations, such as no more than three unexcused absences within a semester or class cycle. • Use student contracts to emphasize the importance of regular attendance. • Convene teachers to redesign and pilot test a more supportive intake process. <ul style="list-style-type: none"> ○ Train those who perform intake. ○ Measure impact of revised strategy.

Red Flag: Retention: Program has a significant percentage of students who are not staying long enough to be post-tested.

Possible Causes	Probing Questions	Possible Strategies
<p>3a. Quality of instruction is not holding students.</p> <p>3b. Not adequately determining student's goal and using that context to plan and implement learning</p> <p>3c. Not adequately helping students manage the negative issues that interfere with participation</p> <p>3d. Not adequately helping students believe they can succeed (self efficacy)</p> <p>3e. Not taking time to let students see that what they are doing is helping them make progress toward their goal</p> <p>3f. Teachers are not aware of post-testing procedures and the impact of post-testing on program performance and funding</p> <p>3g. Students are not aware of the purpose of post-testing, both academically and programmatically (impact on program performance and funding).</p> <p>3f. Not post-testing students with sufficient hours and/or not entering post-test data into the data</p>	<ul style="list-style-type: none"> • How pervasive is this issue? Is it program-wide, or is it occurring in a few classes? • Are teachers fully informed of the post-test policy and the impact of that policy on program performance? • If your post testing procedures are sound, are teachers following them? • Are students being made aware during the orientation and intake process of the purpose and use of post-test results (both academically and programmatically)? • Is there a difference between student demographics (e.g., age, gender, ethnicity, goals) of those who are post testing and those who are not? • Do you have strong student persistence strategies for 1) helping students manage the negative forces, 2) building self efficacy, 3) setting clear goals, and 4) showing progress? • To what extent are there students with sufficient hours who are <u>not</u> post-tested? • To what extent are post-tested students <u>not</u> entered into the data system? • If your program operates on an open-entry basis, would a more managed enrollment structure help to address post-test problems? • Does your program set high expectations for regular student attendance? 	<ul style="list-style-type: none"> • If the problem is program-wide, engage the staff in developing and pilot testing a student retention plan to include any or all of the following: 1) examining post-testing procedures and training all staff, 2) developing strategies for the four key persistence support areas: a) helping students manage the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress. • Access NCSALL's research on learner persistence including the NCSALL study circle guide at http://www.ncsall.net/?id=791 • Access additional learner persistence resources at http://ncbsonline.net/Student%20Retenti on.htm • If the issue is targeted (certain teachers or certain demographics), either (a) train the low performing teachers, (b) engage the staff in developing and pilot testing strategies (managing, self efficacy, goals, progress) to target the student demographics and/or (3) examine the classes with good post-test rates to determine what they are doing well. • Provide incentives to encourage completion of post-tests (pizza parties, return of \$10 tuition for post-testers, etc.)

Red Flag: Retention: Program has a significant percentage of students who are not staying long enough to be post-tested.

Possible Causes	Probing Questions	Possible Strategies
system		<ul style="list-style-type: none"> Set clear guidelines on student attendance expectations, such as no more than three unexcused absences within a semester or class cycle.

Red Flag: Retention: Program's average student contact hours are below the state average.

Possible Causes	Probing Questions	Possible Strategies
<p>4a. Quality of instruction is not holding students.</p> <p>4b. Not adequately determining student's goal and using that context to plan and implement learning</p> <p>4c. Not adequately helping students manage the negative issues that interfere with participation</p> <p>4d. Not adequately helping students believe they can succeed (self efficacy)</p> <p>4e. Not taking time to let students see that what they are doing is helping them make progress toward their goal</p> <p>4f. No self study options for students who have to 'stop out' for a while</p> <p>4g. No discussion with students about the likelihood of having to "stop out," staying engaged when they do, and how easy it is to re-enter when they want to come back.</p> <p>4h. Inadequate strategies for accommodating learning disabilities and other special</p>	<ul style="list-style-type: none"> How pervasive is this issue? Is it program-wide or is it occurring in a few classes? Do you have an established 'stop out' procedure for keeping students engaged and connected to the program during temporary exits? If your "stop out" strategies are sound, are teachers trained in using them and actually following them? Do you have a system for contacting students after they have missed two-three consecutive classes? Are teachers building a sense of community within the classroom that keeps students engaged in the learning process and eager to participate? Is instruction student-centered in which students are actively involved in planning and evaluating their own learning? Is instruction contextualized to the students' goals so they see the relevance of what they are learning? 	<ul style="list-style-type: none"> If the problem is program-wide, engage the staff in developing and pilot testing a student retention plan to include any or all of the following: 1) examining post-testing procedures and training all staff, 2) developing strategies for the four key persistence support areas: a) helping students manage the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress. Access NCSALL's research on learner persistence including the NCSALL study circle guide at http://www.ncsall.net/?id=791 Access additional learner persistence resources at http://ncbsonline.net/Student%20Retention.htm If the issue is targeted (certain teachers

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learning needs	<ul style="list-style-type: none"> Do teachers regularly engage students in a variety of informal assessments so they can see ongoing progress? Is there a difference between student demographics (e.g., age, gender, ethnicity, goals) among students who persist and those who do not? Do you have strong student persistence strategies for a) helping students manage the negative forces, b) building self efficacy, c) setting clear goals, and d) seeing progress? Are teachers equipped to identify and accommodate learning disabilities and other special learning needs? 	<p>or certain demographics), either train the low performing teachers or engage the staff in developing and pilot testing strategies (managing, self efficacy, goals, progress) to target the student demographics.</p> <ul style="list-style-type: none"> Conduct intensive training in LD identification and accommodation. <ul style="list-style-type: none"> Check these resources at http://ncbsonline.net/Learning%20Disabilities.htm and http://www.nifl.gov/nifl/ld/bridges/bridges.html

Red Flag: Educational Gain: Program is not meeting performance benchmarks for educational gain.		
Possible Causes	Probing Questions	Possible Strategies
5a. A small number of students in any given EFL that can affect success 5b. Lack of appropriate instructional strategies to address various learning styles 5c. Inadequate strategies for accommodating learning disabilities 5d. Inadequate post-testing to verify gains 5e. Student retention problems 5g. Open-entry structure making	<ul style="list-style-type: none"> How pervasive is this issue? Is it program-wide or is it occurring in a few classes? Is there a relationship between average hours of attendance and % completing an EFL? Is a thorough process being used for realistic student goal identification? Is the individual learning plan, instructional materials, and skills linked to the student's goal? Are there significant barriers to attendance that can be overcome through collaboration with community 	<p>General strategies are listed below. Strategies specific to EFLs are listed on the following chart/s.</p> <ul style="list-style-type: none"> Conduct a thorough data analysis to identify commonalities and differences between high performing and low performing classes in relation to completion of EFLs Develop a classroom observation tool that includes critical characteristics of effective instruction Ensure that teachers complete an annual self-assessment and develop and implement appropriate

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Possible Causes	Probing Questions	Possible Strategies General strategies are listed below. Strategies specific to EFLs are listed on the following chart/s.
<p>retention and consistent teaching and learning more difficult</p> <p>5h. Lack of alignment between assessment and curriculum and instruction</p> <p>5i. Teachers' lack of content knowledge in areas being taught</p> <p>5j. Lack of appropriate instructional resources</p>	<p>services?</p> <ul style="list-style-type: none"> • Should the program conduct a program self assessment to determine what parts of the program are working well and which are not? • Do the teachers know how to scope and sequence the skills using the context of the learner's goal? • Do the teachers provide frequent opportunities for students to practice and apply learning? • Is the curriculum aligned to the standardized assessment tool? • Do teachers create and integrate learning activities that require students to model negotiation, decision-making, problem-solving, and critical thinking skills? • Do teachers include group activities to teacher higher order thinking skills while creating a sense of community in their classes? • Is there a relationship between completion of EFLs and instructional setting (e.g., learning lab, classroom, tutorial, distance)? • Is there a relationship between completion of EFLs and class structure (e.g., managed entry versus open entry)? • Is there a relationship between years of teacher experience or professional development completed and completion of EFLs? • Is there a relationship between part-time and full-time teachers with completion of EFLs? • Have the teachers participated in training on serving adults with special learning needs, and are they 	<p>professional development plans</p> <ul style="list-style-type: none"> • Provide frequent opportunities for teachers with high-performing classes to share strategies and techniques with their colleagues • Explore the feasibility and options for implementing more managed enrollment classes • (See individual EFL strategies in charts below)

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	making appropriate instructional accommodations?	

Possible Strategies for Specific Educational Functioning Levels

Possible Strategies for ABE Beginning, Beginning Basic, Low Intermediate, and High Intermediate EFLs

- Have teachers read about the *Adult Reading Component Study* and complete the online *Adult Reading Component Mini-Course* and use the reading component assessments provided to identify skill levels on the reading sub-skills (word recognition, spelling, word meaning (vocabulary), silent reading comprehension, and oral reading rate).
 - (<http://www.nifl.gov/readingprofiles/index.htm>)
 - Have teachers complete the *Reading Research Self Assessment* and plan and complete a professional development plan to fill gaps in knowledge. (Under development by Mary Zeigler, University of Tennessee)
- Access the *Bridges to Practice* materials online at <http://www.nifl.gov/nifl/ld/bridges/bridges.html> to help teachers work effectively with students with special learning needs.
- Access additional resources for learning disabled students at <http://ncbsonline.net/Learning%20Disabilities.htm>
- Access NCSALL's publications:
 - **Creating Authentic Materials and Activities for the Adult Literacy Classroom** (April 2003)
 - <http://www.ncsall.net/fileadmin/resources/teach/jacobson.pdf>
 - **Understanding What Reading Is All About** (July 2005)
 - <http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf>
- Form a study group of teachers using NCSALL's study circle guide on *Research Based Adult Reading Instruction*
 - <http://www.ncsall.net/?id=892>
- **Form a study group of teachers using NCSALL's study circle guide on *Adult Development***
 - <http://www.ncsall.net/index.php?id=893>
- **Form a study group using NCSALL's study circle guide on *Adult Multiple Intelligences***
 - <http://www.ncsall.net/index.php?id=895>
- **Form a study group using NCSALL's study circle guide on *Teaching and Learning in Authentic Contexts***
 - <http://www.ncsall.net/index.php?id=897>
- **Encourage teachers to read and share articles from the multiple issues of *Focus on Basics*, a publication that connects adult education research to instructional practice. (See Section III for specific titles)**
 - <http://www.ncsall.net/?id=31>

Possible Strategies for ASE

- Encourage teachers to complete the free online course, *GED 2002: Making New Connection* series developed by the Florida Atlantic University
 - <http://www.floridatechnet.org/in-service/gedteach/>
- Encourage teachers to read NCSALL's *Focus on Basics* edition that focuses on GED instruction.
 - <http://www.ncsall.net/index.php?id=158>
- Access the *Circle of Learning*, four cross-curricular lessons developed by the GED Direct Training Project from St. John's River Community College
 - <http://www.floridatechnet.org/GED/sampler/circleoflearning.htm>
- Access *GED Online Lessons*, 200 online lessons designed to help teachers prepare students for the GED
 - <http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm>
- Have new GED teachers complete the free GED online tutorial developed by Kentucky Educational Television
 - <http://www.ket.org/ged2002/>
- Have GED teachers complete the online tutorial *Using the Internet in Support of GED Instruction* developed by the National Center on Adult Literacy. (A Google Search will locate a number of local programs in Missouri and neighboring states with fast track options.)
 - http://www.literacy.org/tm_math/index.html
- Explore curriculum and delivery models for *Fast Track GED* classes that offer intensive GED preparation instruction over a shortened period of time.
- Make sure that your GED teachers can successfully pass the Official GED Practice Test before you hire them!
- Allow team teaching or job shadowing for teachers who need to build their content knowledge in certain GED test areas.
- **Form a study group of teachers using NCSALL's study circle guide on *Adult Development***
 - <http://www.ncsall.net/index.php?id=893>
- **Form a study group using NCSALL's study circle guide on *Adult Multiple Intelligences***<http://www.ncsall.net/index.php?id=895>
- **Form a study group using NCSALL's study circle guide on *Teaching and Learning in Authentic Contexts***
 - <http://www.ncsall.net/index.php?id=897>
- **Encourage teachers to read and share articles from the multiple issues of *Focus on Basics*, a publication that connects adult education research to instructional practice. (See Section III for titles.)**
 - <http://www.ncsall.net/?id=31>

Possible Strategies for ESL EFLs

- For those teachers and program managers who need help with:
 - The basics of teaching ESL, add the Virginia ESL Starter Kit to their professional development plan
 - http://www.aelweb.vcu.edu/publications/ESLKit/ESLKit_2002.pdf
 - Creating lesson plans, add one or both of the following to their professional development plan:
 - OTAN lesson plan builder <http://www.adultedlessons.org/login.cfm?fuseaction=login>
 - Los Angeles Unified's lesson plan guide <http://esl.adultinstruction.org/LessonPlanning.htm>
 - ESL Program Standards,
 - <http://www.umbc.edu/alrc/Standards/Texts/MdESLStand.html> from Maryland Adult Education
 - <http://literacynet.org/esl/admin-benchmarks.html> from the National Institute for Literacy ESL Special Collection
 - ESL Curriculum, look at
 - Arkansas
 - <http://dwe.arkansas.gov/AdultEd/ESL/eslcurriculumguidelines2006.pdf>
 - Kentucky
 - <http://aeonline.coe.utk.edu/esolcrg.pdf>
 - Arlington, Virginia's REEP program (ONE OF THE BEST)
 - <http://www2.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/index.html>
 - Teaching Techniques
 - California's adult education Outreach and Technical Assistance Network (OTAN) and click on <Teaching Tools, and Resources>
 - <http://www.otan.us/>
 - The National Institute for Literacy's (NIFL) ESL Special Collection page on teaching tips and techniques
 - <http://literacynet.org/esl/tt-c.html>
 - Research on teaching ESL
 - The Center for Applied Linguistics (CAL) has an excellent publication on ESL instruction and research
 - www.cal.org
 - The National Institute for Literacy (NIFL) ESL special collection
 - <http://literacynet.org/esl/tt-b.html>

Red Flag: Goal Attainment: Program is not meeting performance benchmark for high school/GED completion.

Possible Causes	Probing Questions	Possible Strategies
<p>6a. Improper goal setting for possible accomplishments within the program year due to 1) student not ready for that level work, or 2) student does not have enough time before the end of the program year to accomplish the goal</p> <p>6b. Undiagnosed learning disabilities that could benefit from test accommodations</p> <p>6c. Lack of effective instruction and aligned curriculum</p> <p>6d. Lack of teachers' content knowledge needed to relay the information effectively</p>	<ul style="list-style-type: none"> • How pervasive is this issue? Is it program-wide or is it occurring in a few classes? • What criteria are being used when setting GED completion goals? Are they realistic for the program year? • Are all staff thoroughly trained on proper NRS goal setting? • How accurate is the process we are using to document completion of GEDs? • Are the data being entered correctly? • Are you using an effective curriculum aligned with GED test objectives? • Do teachers possess appropriate content knowledge and instructional delivery skills for the five components of the GED test? • On which of the GED sub-tests are students not achieving passing scores? On which sub-tests do they score the highest? What could account for the differences? • How do the entry EFLs differ among students with high school/GED completion goals who actually earn and don't earn a credential? • On average, how many contact hours do students with the same EFL who earn a high school credential attend? How does that compare with students who do not earn a credential? • Can your teachers identify what is not working (i.e., assessment, placement, instruction, materials, data input, special learning needs)? 	<ul style="list-style-type: none"> • Conduct a thorough data analysis to examine: <ul style="list-style-type: none"> ○ Differences in student demographics between those who complete and those who do not ○ Appropriateness of goal setting based on entry EFLs ○ GED sub-tests with the highest and lowest pass rate ○ Differences in contact hours for completers versus non-completers • Examine the differences between classes with high pass/completion rates and those with low pass/completion rates. • Ensure that teachers can possess necessary content knowledge by having them pass the Official GED Practice Test before hiring • Encourage teachers to complete the free online course, <i>GED 2002: Making New Connections</i> series developed by the Florida Atlantic University <ul style="list-style-type: none"> ○ http://www.floridatechnet.org/in-service/gedteach/ • Encourage teachers to read NCSALL's <i>Focus on Basics</i> edition that focuses on GED instruction. <ul style="list-style-type: none"> ○ http://www.ncsall.net/index.php?id=158

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Possible Causes	Probing Questions	Possible Strategies
		<ul style="list-style-type: none"> • Access the <i>Circle of Learning</i>, four cross-curricular lessons developed by the GED Direct Training Project from St. John's River Community College <ul style="list-style-type: none"> ○ http://www.floridatechnet.org/GED/sampler/circleoflearning.htm • Access <i>GED Online Lessons</i>, 200 online lessons designed to help teachers prepare students for the GED <ul style="list-style-type: none"> ○ http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm • Have new GED teachers complete the free GED online tutorial developed by Kentucky Educational Television <ul style="list-style-type: none"> ○ http://www.ket.org/ged2002/ • Have GED teachers complete the online tutorial <i>Using the Internet in Support of GED Instruction</i> developed by the National Center on Adult Literacy. <ul style="list-style-type: none"> ○ http://www.literacy.org/tm_mat/index.html

Red Flag: Goal Attainment: Program is not meeting performance benchmark for enrollment in postsecondary education/job training.		
Possible Causes	Probing Questions	Possible Strategies
7a. Improper goal setting for possible accomplishments within the program year due to 1)	<ul style="list-style-type: none"> • How pervasive is this issue? Is it program-wide or is it occurring in a few classes? • What criteria are being used when setting 	<ul style="list-style-type: none"> • Utilize the resources on the National College Transition Network (CTN), including curriculum resources, program planning, promising

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Possible Causes	Probing Questions	Possible Strategies
<p>student not ready for that level work, or 2) student does not have enough time before the end of the program year to accomplish the goal.</p> <p>7c. Lack of effective instruction and aligned curriculum for college transitions</p> <p>7c. Lack of collaborative relationships for postsecondary/job training programs to assist transitioning students</p> <p>7d. Inadequate follow-up procedures to verify enrollment</p>	<p>postsecondary education goals? Are they realistic for the program year?</p> <ul style="list-style-type: none"> • Are teachers thoroughly trained in appropriate goal setting? • What transitional services are being provided to assist students with the college enrollment process? • Do students have available information about financial aid? • Can your teachers identify what is not working (i.e., goal setting, transition strategies, follow-up data, instruction matched to goal)? • Are you using an effective curriculum to prepare transitioning students? • Do you provide opportunities for students to visit area colleges and/or invite guest speakers to talk about available training opportunities (e.g., job fairs)? 	<p>practices, and research.</p> <ul style="list-style-type: none"> ○ http://www.collegetransition.org/ • Build collaborative partnerships with colleges and job training programs and work with representatives from Financial Aid, Admissions, Student Support, and Developmental Studies Departments to secure additional support. • Develop a specialized College Transition Class that provides sufficient duration, intensity, and curriculum to help students transition directly into credit-bearing classes. (CTN recommends a minimum of 14 weeks of instruction at 6 hours/week of direct instruction in addition 12 hours for personal computing skills and approximately 60 hours for college academic skills.) • Introduce students to CTN's college transition student web page designed to help them understand the transition process and become familiar with the college resources. <ul style="list-style-type: none"> ○ http://www.collegeforadults.org/ • Offer college survival skills classes or integrate the content of those classes into existing GED classes.

Red Flag: Goal Attainment: Program is not meeting performance benchmark for obtaining employment.

Possible Causes	Probing Questions	Possible Strategies
<p>8a. Improper goal setting for possible accomplishments within the program year due to 1) student not being ready for employment, or 2) student does not have enough time before the end of the program year to accomplish the goal.</p> <p>8b. Lack of available employment to match students' skills</p> <p>8c. Difficult follow-up with students who move from area/state</p> <p>8d. Lack of employment transition services (or failure to use what is available)</p>	<ul style="list-style-type: none"> • How pervasive is this issue? Is it program-wide or is it occurring in a few classes? • What criteria are being used when setting employment goals? Are they realistic for the program year? • Are teachers thoroughly trained in appropriate goal setting? • What transitional services are being provided to assist students with the job search process including linkage with the WIA One Stop? • Can your teachers identify what is not working (i.e., goal setting, transition strategies, follow-up data, instruction matched to goal)? If so, engage them in examining and adapting other models. • Does the program have a pre-employment curriculum that can assist students with job search information? • Does the program have a strong relationship with the local One Stop or employment center? • What characteristics do students who achieve this goal have in common? 	<ul style="list-style-type: none"> • Conduct a thorough data analysis to determine: <ul style="list-style-type: none"> ○ Common characteristics of goal achievers and ○ Common characteristics of students who do not achieve the employment goal. ○ Use the results to begin your planning process. • Offer specialized classes that focus on integrating employment skills with contextualized basic skills. <ul style="list-style-type: none"> ○ Virginia's <i>Career Bridge GED</i> that focuses on hospitality and health employment opportunities) http://www.valrc.org/publications/healthcare/ ○ West Virginia's <i>Hit the Ground Running Program</i> http://wvabe.org/ground.htm ○ Washington's <i>Integrated Basic Education and Skills Training Program (I-BEST)</i> http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc • Develop a close working relationship with your local One Stop Center or employment agency and seek their support in transitioning your students to employment.

Red Flag: Goal Attainment: Program is not meeting performance benchmark for job retention.

Possible Causes	Probing Questions	Possible Strategies
<p>9a. Improper goal setting for students with an initial goal of job retention</p> <p>9b. Difficulty in NRS timing issues with job retention follow-up</p> <p>9c. Difficult follow-up with students who move from area/state</p> <p>9d. Lack of appropriate contextualized curriculum to assist students with job retention</p> <p>9e. Students with weak employment histories or job motivation</p>	<ul style="list-style-type: none"> • What criteria are being used when setting employment retention goals? Are they realistic for the program year? • What services are being provided to assist students with retaining employment? • Can your teachers identify what is not working (i.e., goal setting, job retention strategies, follow-up data, instruction matched to goal)? If so, engage them in examining and adapting other models. • Is passage of an employment exam required for job retention? If so, how can you contextualize instruction to match the testing objectives? • Does the program have a strong relationship with the local One Stop or employment center? • What characteristics do students who achieve this goal have in common? 	<ul style="list-style-type: none"> • Conduct a thorough data analysis to determine: <ul style="list-style-type: none"> ○ Common characteristics of goal achievers and ○ Common characteristics of students who do not achieve the job retention goal. ○ Use the results to begin your planning process. • Offer specialized classes that focus on integrating employment skills with contextualized academics. <ul style="list-style-type: none"> ○ Virginia's <i>Career Bridge GED</i> that focuses on hospitality and health employment opportunities) http://www.valrc.org/publications/healthcare/ ○ West Virginia's <i>Hit the Ground Running Program</i> http://wvabe.org/ground.htm ○ Washington's <i>Integrated Basic Education and Skills Training Program (I-BEST)</i> http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.doc • Develop a close working relationship with your local One Stop Center or employment agency and seek their support in helping with job retention services.