

Collective Intelligence Brief
Summer Institute

Transitions
Co-facilitated by Karen Wolters and Bella Hanson

The group was divided into five small groups to discuss two questions:

- 1) You have been engaged in efforts around transitioning to college. What has worked well.
- 2) What concerns/problems have arisen that you would like some answers for?

1. What works well?

Mindquest Academy Curriculum

- Lots of writing skills
- Evaluates attitudes, etc.
- Makes successful entrance into college
- All computerized
- Receive training
- Distance learning

Advancer

Accuplacer Prep

Study skills planning time for post-GED attainment

Educational credential evaluation – Wisconsin

College counselors come to Center

Wisconsin College System – computer modumath; modular algebra

Math foundations (on computer)

Offering study skills classes

Working with community college and collaborations

Working collaboratively with Dunwoody

Doing more counseling and work at intake

Using materials from courses offered at community colleges – looking at what is covered

Helping learners create “cohort” – to support each other

Giving other assessments besides TABE, e.g. learning style assessments

Create brochure for students – What’s next to help students understand what college means – skills, etc. required

Work with teaching staff to help shift mindset that GED is only part of the “story.”

Take trips to colleges

2. Concerns

Accuplacer prep – not online transition from paper to computer

Focus on getting work not on preparing
Not looking beyond entry level jobs
Prison contact/connection with colleges
Getting students to stay and finish transition classes
Motivation == getting students to guy into transition to post-secondary “brush-up”
Funding not consistent from year to year
Where to start? Overwhelming
Teaching staff
English? Do what we can. Learn as they go.
Mindquest and online curriculum – Not Literacy Council
No Internet in prisons
GED students to stay in program
Get GED students into college