Preparing Young Adults for PostSecondary Transition

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Access the presentation on the Adult Literacy Resource Website
Objectives

● Discuss the importance of having an transition plan

● Learn strategies for developing employable habits

● Identify methods of motivating and preparing YA for transition

● Share various resources for YA transitioning
Self Audit Activity

Answer one of the following questions, while thinking about yourself and your work:

1. What have I done at work, in the past month, to support the YA, I work with, to participate in a variety of options of their own choosing?
2. What have I done, in the past month, to support a YA that was a result of their own interests?
3. What have I done, in the past month, that was creative or innovative while working with my YA?
Transition Planning

Should:

- Be person centered
- Be collaborative
- Build on partnerships and YA’s support system
3 A’s to Transition Planning

- Aspirations
- Activities
- Academics
Aspirations

Your aspirations are your possibilities.

~Samuel Johnson
Goals

“Assisting youths to develop goals helps them to think about their future.”

Life After High School Transition Tool Kit developed by PIC
Academics

Encourage YA to engage in more rigorous instruction
The “Gatekeeper”

What does “Gatekeeper” course mean to you?

- Algebra - studies show that learners who, successfully, take Algebra I, Geometry, Algebra II, and one additional high-level math are more likely to do well in college level math
- Algebra is not just for the college bound. It is essential to workplace skills. Studies show that YA headed for the workforce need the same level math skills as college freshmen. The same study also found that occupations, which pay family sustaining wages, but don’t require a college degree, require equivalent math and reading skills as a college freshmen
Activities

★ YA who are engaged in activities are associated with higher assessment scores
★ Infuse practices into your community/program that support the development of self-determination and self-advocacy skills for all
Employable Skills
What are Employability Skills?

“...employability skills are general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors”
Categories of Skills

- Effective Relationships
- Applied Knowledge
- Workplace Skills
The 9 Employability Skills

1. Applied Academic Skills
2. Critical Thinking Skills
3. Personal Qualities
4. Interpersonal Skills
5. Resource Management
6. Information Use
7. Communication Skills
8. Systems Thinking
9. Technology Use
Being Intentional

- Explicit Embedment - does not require an inference
- Implicit Embedment - does require an inference
Blending is the key

“Blending career oriented and academic courses [activities or programs] could help...enable [young adults] to see the practical application of academic subject matter.” (Oakes & Saunders, 2007)
MOTIVATION

is the art of getting people to do what you want them to do because they want to do it

Dwight D. Eisenhower | www.geckoandfly.com
How to motivate

Motivate YA by giving them what they need

❖ Connection
❖ Capability
❖ Counting
❖ Courage

Source: Responsibility in the Classroom: A Teacher's Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Betther
Connection

- Bonding and connecting with others is a survival instinct
- It can help YA move from dependency to interdependency
- YA who don’t connect in meaningful and constructive ways feel more insecure, seek attention and are more susceptible to peer pressure

Source: Responsibility in the Classroom: A Teacher’s Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Betther
Capable

Youth who believe they are capable...

- Feel competent
- Have self-control and self-discipline
- Assume responsibility
- Are self-reliant

Source: Responsibility in the Classroom: A Teacher’s Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Betther
Count - Feeling of Significance

YA who don’t believe that they count through constructive means try to prove it through destructive means

Source: Responsibility in the Classroom: A Teacher's Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Betther
Courage

YA with courage can overcome fear and anxiety.

They are willing to try for themselves and their aspirations.

They can be hopeful about the future.
Group Activity

➢ After forming four groups
➢ Each group will be randomly given one of the four C’s
➢ Each group will discuss, identify and list strategies, methods or practices which you can use to develop your given C in your youth
➢ Publish your list on the provided chart paper
➢ Each group will present their list to the at large group
Want to know more...?

★ The full presentation resources for Understanding and Motivating Students can be accessed by clicking here.
★ Access the teacher’s guide to understanding and motivating students by clicking here.
Wrapping Up

- Please complete the evaluations.
- If you would like to access the presentation and any resources please visit the AL Resource Center website
Contact Information

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