

# **Program Guidelines**

## **Transition to College and Careers Pilot Project**

### **May, 2008**

See the *Transition to College and Careers Action Plan* that outlines the expectations and timeline for completing activities described in these guidelines.

## **1. PARTNERSHIP DEVELOPMENT**

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### ***A. Partnership Composition***

- ❑ The partnership's members, objectives, and goals are based on an assessment of local data on high growth occupations, current and projected job vacancies, existence of relevant postsecondary training programs, and the supports adult learners need to pursue the training and careers.
- ❑ At a minimum, there is an existing collaboration between the ABE program and a postsecondary education institution, with a Memorandum of Agreement or Understanding (MOA or MOU) in place outlining the roles of each. The depth of the current collaboration will vary, depending on the extent of prior activities, but the expectation is that it will grow over time.
- ❑ Additional partners to consider are:
  - Workforce Investment Boards
  - One-Stop Career Centers
  - Community-based organizations
  - Local economic development organizations
  - Professional /trade associations
  - Unions
  - Employers
  - Educational Opportunity and TRIO centers

### ***B. Roles of Partners***

- ❑ Coordinated activities take place between the partnering college and the key health care employers, e.g., curriculum alignment, career advising, and job placement.
- ❑ The partnering college will engage employer participation in the partnership to support student transition and facilitate linkages between the ABE/Transition program and the employer(s).
- ❑ The following are examples of possible roles for employers within the partnership:
  - Refer incumbent workers to the college transition program
  - Provide career development information to program and students

- Provide job shadowing opportunities for college transition students
  - Offer entry-level placement prior to students' completion of credential
  - Place or promote transition students who complete credentials
- The postsecondary institution facilitates bridge building between the ABE/ College Transition services and the Financial Aid, Admissions, Student Support, and Developmental Studies departments as well as the academic programs pertaining to the selected career pathways, and secures additional support to the transition student by:
- Facilitating the admissions process
  - Facilitating and supporting the financial aid process
  - Conducting campus tours
  - Making all student support services available to transition students
  - Sharing academic benchmarks and placement information with the ABE provider
  - Providing career advising and placement services
- Partnership members work together to clarify and document the steps towards educational and career advancement in the chosen health care occupation(s) and create visual, user-friendly “road maps”. These diagrams should outline the essential requirements for entrance and advancement in the field<sup>1</sup>, for example:
- basic skills requirements
  - coursework (including pre-requisites)
  - competencies
  - credentials
  - on-the-job experience
  - entry, exit, and re-entry points, that is, routes to both short and long term training and credentialing

Note: the primary emphasis of this pilot is on transitions to postsecondary training that carries college credits. Therefore, while Certified Nursing Assistant training (CNA) may be a good entry point to the health care field for adults with lower level skills, it is not the goal of this project. Programs participating in this pilot project should be able to refer program applicants who are not ready for college transition level work to CNA training programs and/or appropriate ABE classes. In addition, people already working as CNA's should constitute part of the recruitment base for the Transition to College and Careers program.

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<sup>1</sup> For examples of “road maps” see Worksource Oregon  
[http://www.worksourceoregon.org/index.php?option=com\\_docman&task=cat\\_view&gid=90&Itemid=50](http://www.worksourceoregon.org/index.php?option=com_docman&task=cat_view&gid=90&Itemid=50)

## **2. PROGRAM PLANNING AND DESIGN**

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### ***A. The Planning Process***

- ❑ Program design makes use of the resources and expertise of the various partnership members in delivering educational and support services.
- ❑ Partnership identifies a point person whose primary responsibility is to coordinate and facilitate program partnership and planning.
- ❑ Partnering college identifies a dean from a department relevant to the project to serve as liaison to the partnership. This person will be consistently involved in planning and coordination. A variety of departments are represented during specific planning activities. For example, instructors participate in planning for curriculum alignment, admissions officers participate in planning campus tours, etc.
- ❑ Partnership builds processes for ongoing data collection, outcomes tracking and documentation and program evaluation into all aspects of the program, for example:
  - Recruitment process
  - Student learning gains
  - Student satisfaction
  - Intake, assessment, and exit processes yield information such as student goals, schedules and time constraints, childcare needs, etc., to inform counseling and support services and overall program design, for example: .
  - Transition to college, e.g. - college placement test results, course placement, progress towards academic and career goals for one year following completion of the college transition program
  - Employment placement and/or progress towards career goals, when possible. For example, if college transition student finds entry-level position in chosen field during the course of the program or first year in college.

### ***B. Schedule and Intensity of Services***

- ❑ Provide a minimum of 14 weeks of direct instruction per cycle and a minimum of 2 weeks of non-instructional time for planning and evaluation per cycle.
- ❑ Maintain a 2:1 teaching to paid preparation-time ratio.
- ❑ Provide classes and workshops at least 8 hours per week in addition to individual and group counseling, career awareness and planning, and college readiness workshops.
- ❑ Offer a schedule for transition classes and college support services that accommodates adult part-time students.
- ❑ Offer computer and high-speed internet access for students participating in health career services online course.
- ❑ Incorporate the *Integrating Career Awareness into the ABE/ESOL Classroom* curriculum guide (provided by NELRC) into instruction and counseling activities with program participants.

### **C. Recruitment and Assessment**

- ❑ Develop a student recruitment plan that utilizes partnership members' outreach networks and engages a variety of community agencies and institutions.
- ❑ Select and/or develop academic and career exploration assessment instruments in collaboration with postsecondary and employer partners (including College Placement Tests) based on an understanding of the aptitudes, interests, and skills required for entry into health-care related academic programs and the field.<sup>2</sup>
- ❑ Develop a plan for administering assessments, including roles of partners in the process of administering assessments.

### **D. Educational and Career Counseling/Support Service**

- ❑ Conduct a comprehensive program orientation to build a cohort, prepare students for the intensity of the work ahead, begin/continue career awareness and planning process, etc.
- ❑ Provide a series of workshops (ideally in collaboration with partnering college) on career exploration and planning; college success and study skills; college admission process; and financial aid process
- ❑ Offer individual and group counseling
- ❑ Offer additional support through referrals to social service agencies when needed
- ❑ Develop a plan for support and follow-up for students who have transitioned, e.g. counselor continuing to see students (weekly support group); commitment from college to establish easy access to on-campus support for adult learners); mentoring program, etc.
- ❑ Track persistence rates of the transition students in college for at least one year after completion of the transition program

The minimum number of hours for this component is 25 per week

### **E. Curriculum and Instruction**

- ❑ The curriculum, at a minimum, covers 14 weeks of instruction at a minimum of 6 hours per week of direct instruction, in addition to individual and group counseling, career awareness and planning, college success workshops (e.g., study skills, time management, learning styles).

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<sup>2</sup> Students entering the program will already have a GED, Alternative Diploma, or a traditional HS diploma, and have been out of school for at least 5 years. Experience from the New England Project as well as projects around the country is that students should come in with at least an 8<sup>th</sup> Grade Level Equivalent in Math

- ❑ Direct instructional hours are spread over the following subjects over the course of the cycle:
  - Academic skills covering the reading, writing, pre-algebra and elementary algebra skills necessary for academic success at the college level. (minimum 60 hours per cycle).
  - Personal computing skills necessary for students to complete class work in the manner expected at a college level (minimum 12 hours per cycle).
- ❑ Instruction includes:
  - Academic goal-setting process
  - A core curriculum that is taught using varied methods and modalities
  - Ongoing assessment and feedback on students' progress towards their goals
  - Communicating clear expectations regarding transition program course work, homework, attendance, classroom participation, modeling the expectations that students will encounter in college setting

### ***F. Supplemental Instruction***

- ❑ Develop a plan to support the supplemental online study of those students who have elected to pursue careers in the health field, including:
  - Providing or arranging flexible access to computer and high-speed internet for those students who do not have access at home.
  - Providing or arranging technical support to students taking the online course.
  - Providing tutoring or instructor time to assist students in the online course.
  - Coordinating with online course facilitator to assess and support student needs.
- ❑ Develop a plan for using the *Integrating Career Awareness into the ABE/ESOL Classroom* curriculum guide in counseling workshops and/or the classroom. The curriculum is intended to help programs better support students who do not yet have career goals in researching and developing career plans.<sup>3</sup>

### ***G. Staffing and Professional Development***

- ❑ Identify a coordinator, instructor and counselor for this project.
- ❑ The coordinator (and additional staff, as appropriate) will participate in bi-monthly phone meetings with NELRC Project Director and other funded programs during the planning stage.
- ❑ The lead agency director supports the Transition to College and Careers partnership and supervises this program.
- ❑ Designate an instructor or trained volunteer tutors to support students as they work through the online component of the curriculum.
- ❑ Participate in relevant professional development opportunities provided by NELRC, e.g. how to use the *Integrating Career Awareness into the ABE/ESOL Classroom* curriculum guide.
- ❑ Send at least one program staff and one representative from partnering college who are participating in the TCC project to the National College Transition Network

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<sup>3</sup> NELRC will be providing professional development to funded program staff to introduce the Integrating Career Awareness curriculum.

conference on Effective Transitions in Providence, RI, November 17 & 18. Conference registration fee and travel to be paid by the program out of the planning grant.

### **3. Target Outcomes**

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- ❑ A minimum of 30 students enroll in the program over 12 months.
- ❑ Of these 30, a minimum of eight have a goal of entering college program in health care services and will enroll in the online course.
- ❑ All students completing the program leave with a career plan regardless of chosen pathway.
- ❑ A minimum of 60% of enrolled students complete the transition program.
- ❑ 75% of the students completing the program transition to college.
- ❑ 75% of the students transition to college are prepared to place into at least one college level course that is a pre-requisite for or related directly to their career plan, including general education requirements.<sup>4</sup>
- ❑ The partnership develops a plan for supporting students throughout the academic program and career pathways, including job placement and commits to implementing it in an MOU.
- ❑ The partnership develops a plan for tracking students' progress in college and along the career pathways. If funded in subsequent years, partnership will be responsible for achieving and tracking longer-term outcomes, such as, certificate or degree completion and job placement.

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<sup>4</sup> Even if a student places into developmental education, ideally at the highest level, the expectation is that the partnership will develop pathways at the college, if they don't already exist, that enable students to take some college-level courses while completing developmental requirements