



College Connection Intensive Transition Program

Navigator Manual

**Developed By
Kendra Stevenson Rodriguez, Project Manager
Colorado Success UNlimited (SUN) Initiative**

and

Colorado SUN Navigators

Colorado Community College System Foundation

**Colorado Department of Education
Adult Education and Family Literacy Division**

www.cccs.edu/Foundation/SUN.html

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Community College of Denver – The GED Institute
Front Range Community College – Center for Adult Learning
Lamar Community College – Adult Transition Services
Morgan Community College – Adult Education Program
Northeastern Junior College – Adult Education Program
Red Rocks Community College
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www.cccs.edu/Foundation/SUN.html

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College Connection

Intensive Transition Program

Navigator Manual

Introduction

Recent statistics illustrate that Colorado has approximately one million adults who have no post-secondary education. Approximately 370,000 have no high school diploma. Education challenges for this population include a lack of alignment between GED and college-level competencies; a lack of understanding of college processes and realistic career/educational goal setting; and minimal coordination between adult secondary education centers and colleges.

Addressing the need to provide post-secondary opportunities to GED completers and academically under-prepared high school graduates and adult learners, the **Colorado Success UNlimited (SUN) college-readiness initiative** has developed innovative college transition strategies as part of a holistic approach to solving cognitive, affective, and systemic challenges that impede learner success and negatively influence transition to post-secondary education.

The **College Connection Intensive Transition Program** is a key aspect of this holistic approach. Designed to build student confidence and a strong sense of purpose, as well as reduce time and money required for remedial coursework, the program integrates intensive academic skill development, career exploration and planning, college resource and financial aid awareness, and emotional and logistical support.

An essential aspect of the College Connection program is the **Navigator** student support service. Navigators facilitate the holistic approach to transition through effective student recruiting, intensive educational case management, learning community development, and career exploration instruction and guidance. Additionally, they support the SUN project with administration and data collection procedures.

This manual has been created to increase understanding of the Navigator position and provide resources to support their service to students. The following information is included:

- Colorado SUN Background
- Rationale for the Colorado SUN Holistic Approach to College Transition
- The Navigator Role
- Educational Case Management Background Information
- College Connection Student Outreach Strategies and Tools
- Evaluation and Data Collection - Required SUN Reporting Forms
- Useful College Connection Forms
- Student Orientation Tools
- Financial Aid Support Information
- Assessment Resources and Documents
- Career Exploration Resources and Tools
- Academic Advising Documents
- Motivation and Retention Strategies - Learning Communities, Goal Setting, and Team Building



Section 1

Colorado SUN Background Information



Background

What is the Colorado SUN initiative:

Funded by the U.S. Department of Education, Office of Vocational and Adult Education, Colorado **Success UNlimited** (SUN) is a dropout recovery initiative that strengthens and expands the number of GED completers transitioning to community college. The goal is to provide a college prep program that moves out-of-school youth and adult learners forward, reduces remedial training, and builds confident, successful students who are ready for college and careers.

Colorado SUN strategies include:

College Connection Intensive Transition Program - college preparation coursework for academically under-prepared students, offered in conjunction with community college developmental education and career exploration and planning

Navigators to recruit students, help them negotiate the college processes, serve as student advocates, and assist them in securing support services

Enhanced critical thinking strategies to prepare students for college-level coursework and careers

Professional development to build capacity for implementation of transition strategies

Evaluation and data collection for objective analysis of student success, instructional practices, and management processes

A State Leadership Team to assist with developing an action plan that will expand the efforts of the Colorado SUN, connect it to educational and economic plans through policy and resource development, and aid in bringing about awareness of the importance and urgency in working with young adult dropouts

A national demonstration project:

The US Department of Education, Office of Vocational and Adult Education (OVAE), awarded Colorado a two-year grant to expand a successful GED transition program, piloted at Community College of Denver in the summer of 2007, to eight community colleges. Colorado competed with 47 states for the “Ready for College” Initiative. Colorado, North Carolina, New Jersey, and Kansas were chosen as the demonstration sites.

A collaborative effort

Colorado SUN is a collaborative effort between the Colorado Community College System Foundation and the Colorado Department of Education Office of Adult Education and Family Literacy.

Why it is important to Colorado:

It is clear to our business and policy leaders that the economic and social well being of our state is connected to the future educational level of our citizens. While CAP4Kids and other bi-partisan efforts to align K-12 standards with college standards are key factors in creating an educated workforce in the future, there are more than **one million** adults in Colorado without any higher education. Over **300,000** adults have not completed high school.

The GED to college landscape:

Each year, approximately 10,750 adults earn their GED. These individuals have worked hard to complete their secondary education, with the goal of improving their economic well being. With college as their goal, few of these individuals make it to college, and even fewer succeed.



Colorado SUN Initiative Components

College Connection Intensive Transition Program - offers developmental education curriculum in an intensive format for academically-under-prepared students who are transitioning to community college

Delivery of developmental education curriculum - approx. 120 contact hours in 8 weeks or 1 semester

Intensive Curriculum and Academic Support

- Developmental Math – 030, 060, 090
- Integrated Developmental Reading/Writing – 030, 060, 090
- College and Career Success – college orientation and career exploration course (1 cr. hr.)
- Study Group / Tutoring
- A⁺dvancer online support

Learning Community Approach

ACCUPLACER – Education Gain Assessment

Navigators - Educational Case Management

Navigators - provide one-on-one case management and career exploration support, and escort students through the college transition process

Enhanced Critical Thinking Strategies – prepare students for college-level coursework and careers

Professional Development Opportunities - build capacity for implementation of transition strategies at adult secondary education (ASE) centers and community colleges

Evaluation - measures increased enrollment, college readiness and persistence, and documents improved instruction and management practices

Statewide Leadership Team – builds statewide awareness and support for increased communication, policy, and funding opportunities



Partnering Institutions

Colorado Community College System Foundation

Colorado Department of Education

College Connection Implementation Sites

Community College of Denver – The GED Institute

Front Range Community College – Center for Adult Learning

Lamar Community College – Adult Transition Services

Morgan Community College – Adult Education Program

Northeastern Junior College – Adult Education Program

Red Rocks Community College

Southwest Colorado Community College – The Durango Adult Education Center

Management Team

Kristin Corash, Colorado SUN Project Director – kristin.corash@cccs.edu

Kendra Rodriguez, Colorado SUN Project Manager – kendra.rodriguez@cccs.edu

Doug Glynn, Colorado SUN AEFLA Liaison – djrbm@comcast.net



October 8, 2007

CCCS Foundation Receives \$875,000 DOE Grant for Adult Education Transitions

Denver, CO – The Colorado Community College System (CCCS) Foundation has been awarded an \$875,000 grant, the largest of four from the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) in support of its Ready for College: Adult Education Transitions Program.

Coordinating with the Colorado Department of Education’s Adult Education and Family Literacy program, the Governor’s P-20 Education Coordinating Council, the Colorado Department of Labor and Employment, and the Workforce Development Council, CCCS will use the funding to partner with the Colorado Department of Education to establish the Colorado Success UNlimited (SUN) project to promote successful transitions to community college degree and certificate programs for adult learners. Eight community college campuses with adult secondary education programs will facilitate transition strategies. The colleges include: Community College of Aurora, Community College of Denver (CCD), Lamar Community College, Morgan Community College, Northeastern Junior College, Pueblo Community College, PCC’s Durango Adult Education Center, and Trinidad State Junior College.

“Transitioning students from obtaining their GED to success in community college is important work,” explained Nancy McCallin, CCCS president. “There are more than a million Colorado adults with no college education and one-third of them have not completed high school. Without the benefits of higher education, many families will continue the cycle of low-skill, low-wage jobs generation after generation.”

Data shows that not obtaining a postsecondary education poses a serious financial risk for Coloradans where the average hourly wage for all occupations requiring postsecondary education is \$28.58, versus an average of \$15.89 for those jobs not requiring some postsecondary training. In Denver County, the \$15.89 average falls below the minimum for a single parent to support one or more children. The annual self-sufficiency income for a family of four in Denver is \$47,341. Based on 1999 U.S. Census data, there were almost 42,000 Denver County families earning less than the self-sufficiency wage.

The participating institutions will deliver College Connection, an intense eight-week transition program developed by CCD through its work on Breaking Through, a national partnership of Jobs for the Future and the National Council of Workforce Education, funded by the Charles Stewart Mott Foundation. Other strategies will be deployed to complement the College Connection Initiative.

The Ready for College: Adult Education Transition Program issued four grants nationally totaling \$2.8 million. Other states receiving grants include Kansas, New Jersey and North Carolina.

The Colorado Community College System comprises the state’s largest system of higher education serving more than 116,000 students annually. CCCS oversees career and academic programs in the 13 state community colleges and career and technical programs in more than 160 school districts and seven other post-secondary institutions.

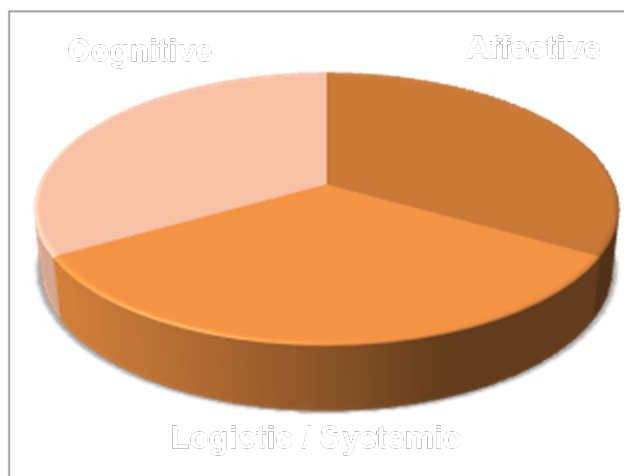


Section 2

The Colorado SUN Holistic Approach to College Transition



Colorado SUN Holistic Approach to College Transition



Transition Challenges

Cognitive

- Lack of academic readiness for college level work, which emphasizes critical thinking and problem solving
- Basic Skill deficiencies in reading, writing, and math
- Weak academic habits
- Non-traditional learning styles
- Learning disabilities

Affective

- Feelings of not being college material
- Lack of value of education in the home
- Lack of confidence
- Lack of realistic/clear career goals

Logistic/System

- Financial aid processes
- Admissions processes
- Registration processes
- Federally mandated standards and competencies that reference K12 and are normed to the average 10th grader
- Not a clear fit in P-20 – students are not in school
- Lack of advising and other services
- ABE not funded by state
- Unstructured ABE delivery system
- Lack of resources for ABE professional development
- No systemic transition services for students who complete GED but not Dev Ed or college ready



Colorado SUN Holistic Approach

Challenges	SUN Solutions
Cognitive	
Lack of academic readiness for college level work, which emphasizes critical thinking and problem solving	Enhanced critical thinking/problem-solving curricula for students integrated into GED prep curriculum
Basic Skill deficiencies in reading, writing, and math	Intensive academic preparation modules for GED completers
Weak academic habits	Study skills integrated in GED and bridge curriculum
Non-traditional learning styles	Professional development, emphasis on active learning
Learning Disabilities	Professional development on resources to work with learning disabilities
Affective	
Feelings of not being college material	Group activities/cohort approach Integration into college life Navigators Academic success breeds confidence (efficacy)
Lack of value of education in the home	
Lack of confidence	
Lack of realistic/clear career goals	
Logistic/Systemic	
Financial aid processes	Navigators
Admissions processes	
Registration processes	
Federally mandated standards and competencies that reference K-12 and are normed to the average 10 th grader	Enhanced critical thinking/problem-solving curricula for students preparing for the GED
Not a clear fit in P-20 – students are not in school	Navigators
Lack of advising and other services	Navigators
ABE not funded by state	
- Unstructured delivery system	Intensive academic preparation modules for GED completers and enhanced critical thinking/problem-solving curricula for students preparing for the GED
- Lack of resources for professional development	Professional development that builds on knowledge-base of expert practitioners
- No systemic transition services for students who complete GED but are not Dev Ed or college ready	Intensive academic preparation modules for GED completers and enhanced critical thinking/problem-solving curricula for students preparing for the GED



College Connection Program Components

College Connection - Intensive College Prep Coursework

- Minimum 110 contact hours
- 8 weeks or 1 semester
- Credit or non-credit bearing model
- Developmental education-based curriculum - math, integrated reading/English, AAA101
- College Experience
- Technology
- Emphasis on critical thinking skills
- Study groups
- Study skills
- College atmosphere
- Learning Communities
- Navigators

AAA 101 – College Experience Class

- Integrated with English/reading
- Creating a positive learning environment
- Student ID
- Values identification
- Self awareness and career exploration
- Career decision project
- Goal setting activities
- Advisor meetings
- Successful Student* strategies – time management, stress and wellness, academics, education etiquette, financial aid, college processes and expectations, life goals, connections to college community and resources

Learning Communities

- Small academic cohorts
- Team teaching
- Teambuilding activities
- Study groups
- Support activities for staff and students

Navigators (see additional handout)

- Recruiting / Marketing
- One-on-one case management; self-advocacy
- College process assistance
- Academic advising
- Financial aid assistance
- Career exploration and planning
- Motivation and retention
- Supervision of student ambassadors
- College persistence support



AAA 101- College Experience Class (1 credit) Connecting Students to College Success and Careers

Creating a Learning Environment

- Introduce activities that help students get to know each other
- Arrange the room environment to create inclusion
- Create a rapport with students
- Spend time each week checking in
- Create activities that will allow the class to work together

Student Identity

- Development of college identity
- Campus tour
- Discovery of resources, programs and departments that help promote student success

How to be a Successful Student

- Strategies for managing time, stress, and wellness
- Academic strategies
- Etiquette for education
- Applying for and understanding financial aid processes

Who am I?

- Values - helping students discover their core set of personal values is an essential first step to the type of self awareness that goes along with choosing a career and creating a successful career plan.

Self Awareness Leads to Career Exploration

- A student can begin exploring careers once they know what work environment is most compatible with their interests and personality.
 - Holland's theory of career choice - Six types of occupational interests (RIASEC)

What are my SMART Goals?

- Academic goal setting integrated into the curriculum through the Career Decision Project
- Integration of goals with all aspects of individual (family, career, spiritual, educational, social, etc.)

Career Decision Project

- Students learn about their chosen career in depth (salary, job outlook, skills, education, etc.).
- Information put together in a PowerPoint presentation
 - Students learn new computer skills
 - Interaction with peers through peer grading
 - Opportunity to teach and inform peers

The Advisor Meeting

- Students meet with an Academic Advisor to learn more about the classes that will prepare them for their chosen career path.
- Students meet with Academic Advisors to ask questions about a specific job and degree plan.
- Students connect to an advisor to create an academic educational plan.
- Students now have a tangible plan for their education, making it more real for them.
- Students come back to register every semester.

Successful Students

- Have educational, career, and life goals;
- Feel connected to their college community; and
- Know what their resources are and how to use them: advisors, financial aid, support groups.



Colorado SUN Navigator Role

Recruiting / marketing

- Marketing tools development
- Adult education centers, high schools, community colleges, CBOs
- Relationship-building – college (services, administration, faculty), ASE centers, community services

One-on-one case management

- Actively seek out students
- Availability to students – daily basis and regularly scheduled meetings
- Barrier awareness and resolution
- Self-advocacy and confidence building
- Mid-semester interviews
- Instructor input
- Incentives
- College technology support
- Referrals – health, legal, etc.

College process assistance

- College success strategies (AAA101 - College Experience Course)
- Campus tours, logistics
- Campus resources – library, printing/copying, transportation, testing services
- Financial Aid, Catalog and Schedule, Registration, D/A/W/I, Census

Career exploration and planning

- AAA101 – College Experience Course (see handout)
- Integrated into English/reading coursework
- Interest inventories
- Labor market research
- Cover letters/resumes
- Career Decision Project

Financial aid assistance

- FAFSA assistance upon recruitment
- Scholarships
- Student loans
- Frequent follow-up
- Connection with FA office/counselor

Motivation and retention

- Teambuilding activities – at student orientation and throughout intensive (frequent)
- Learning community development
- Barrier resolution

Academic advising

- Solid knowledge of TABE and ACCUPLACER assessments
- Career pathways; plans of study
- Connections with certificate/degree advisors, mentors, tutors

Supervision of student ambassadors

- Work study students
- Navigator support – administrative
- Mentors – guidance and peer support in appropriate situations

College persistence support

- Follow up with continued support (stop out recovery)
- Progress reports with instructor and academic advising



College Connection Essential Elements

- **Holistic approach** – all the pieces
- **Buy-in from executive administration and participating staff**
- **Strong working relationship between ASE center and college** - co-location and collaboration, buy-in from executive administration
- Navigator, instructors, students services staff, intake staff, administrators, advisors, faculty – **all well-informed of program** and post-secondary options after GED and College Connection program
- **Highly dedicated Navigators** – thorough understanding of college processes (particularly financial aid and registration); available to students on a daily basis and actively seek out students to support their needs; promote self-advocacy
- **Instructors - solid knowledge of TABE and ACCUPLACER** assessments and **developmental education curriculum**
- Curriculum that emphasizes **college-level work**
- **College and career success coursework** as a strong component of bridge program
- **Learning communities** – academic support and relationship building among students, instructors, administration
- **Teambuilding** takes place on regular basis
- **Instructors, Navigator, and Site Directors meet regularly** (weekly)
- **Daily study group** with tutoring and support
- Incorporation of **technology** into curriculum
- High expectations for students, **college atmosphere** in classes
- **On-going encouragement** to enter post-secondary education
- Students attend **college fairs, sit-ins, and admissions presentations**
- **Incentives:** scholarships, funding for books/materials, flash drives
- Student buy-in: **understanding of importance of college-readiness and certificates/degrees**
- Building **community awareness and support** – communicate expanded mission
- **Support from central management team**
- **Support from college, private and public funders**



Section 3

Colorado SUN Navigator Role



Colorado SUN Navigator Role

Recruiting / marketing

- Marketing tools development
- Adult education centers, high schools, community colleges, CBOs
- Relationship-building – college (services, administration, faculty), ASE centers, community services

One-on-one case management

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- Availability to students – daily basis and regularly scheduled meetings
- Barrier awareness and resolution
- Self-advocacy and confidence building
- Mid-semester interviews
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- Career pathways; plans of study
- Connections with certificate/degree advisors, mentors, tutors

Supervision of student ambassadors

- Work study students
- Navigator support – administrative
- Mentors – guidance and peer support in appropriate situations

College persistence support

- Follow up with continued support
- Progress reports with instructors
- Academic advising and stop out recovery



“Ready for College” Colorado SUN (Success UNlimited) Navigator Position Description

Information about the Colorado Community College System

The Colorado Community College System is the state’s largest and fastest growing system of higher education. We are unique in the country in terms of our governance and oversight responsibilities. The System has governance responsibility for 13 state community colleges offering a variety of a career and academic programs. Additionally, the System assists the State Board for Community College and Occupational Education in exercising certain curriculum and funding authority over 4 area vocational schools, 2 local district community colleges, and career and technical programs in over 150 school districts throughout the state.

Job Summary

The Colorado Community College System (CCCS) seeks a *Navigator* for the “Ready for College” - Colorado SUN (Success UNlimited) grant, a collaboration with the Colorado Department of Education’s Adult Education and Family Literacy program. This position will serve as the primary contact between GED/transitioning students, directors of AEFLA funded programs (ASE centers), high schools, and community colleges.

Essential Functions

- Develop and implement processes for out-of-school youth and adults to transition into community college coursework and career pathways
- Articulate processes in written format with adherence to established timelines
- Recruit youth and adults to participate in the transition program
- Establish positive and trusting relationships with students
- Facilitate student transitions into college by creating informational and social networks, escort them through college admissions processes, including financial aid and student services, and connect students with campus support programs
- Identify support resources and success strategies for academic success
- Travel to participating AEFLA funded programs at ASE centers
- Provide curricular support
- Counsel students with goal setting, career awareness, and career aspirations
- Troubleshoot life barriers to support academic success
- Foster motivational skills within the students in relation to college persistence
- Follow up with students after skill enhancement program

Essential Qualifications

- Education and Training: Graduation from a college/university
- Proficiency working in one-on-one situations
- Experience with non-traditional students (adult basic education / GED / includes non-traditional/ academically under-prepared/ high school graduates)
- Strong organizational skills
- Experience with tracking outcomes and/or writing reports
- Ability to identify realistic goals/expectations with/for students
- Attitude of optimism/able to inspire confidence
- Strong knowledge of financial aid processes
- Experience with at-risk populations
- Strong interpersonal skills

Preferred Qualifications

- Basic knowledge of data collection methods in relation to program evaluation
- Two years of responsible professional experience that includes implementation of new processes and communication systems
- Experience teaching in secondary and/or post-secondary adult education systems



Other Qualifications

- Ability to communicate effectively, verbally and in writing
- Strong sense of responsibility, particularly in building relationships and completing assignments
- Strong interpersonal skills

Application Process

Submit a current resume and cover letter addressing the position requirements, and a list of three professional references and phone numbers to:

kendra.rodriquez@cccs.edu or
Mail: Colorado Community College System
9101 E. Lowry Blvd., Denver, CO 80230

A review of applications will begin immediately and will continue until the position is filled. Candidates will be evaluated on the basis of their qualifications as related to the duties and responsibilities of the position.

Equal Opportunity Employer

- The Colorado Community College System is an equal opportunity employer and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the ADA. Written inquiries may be referred to the Director of Affirmative Action, 9101 E. Lowry Blvd., Denver, Colorado 80230-6011, or by phone at 303-620-4000.
- Former employees of the Colorado Community College System or one of its 13 colleges who were disciplinarily terminated or resigned in lieu of termination must disclose this within your application materials.
- This position may require irregular hours, including nights and week-ends, as well as working more than eight (8) hours per day at certain times.
- Candidates must successfully pass a criminal background check prior to hire.



The Navigator Role

Interview Responses by
Tim Birchard, Colorado SUN Navigator
The Durango Adult Education Center

1. What are the primary functions of a SUN Navigator?

The three primary functions of the SUN Navigator are:

- Mentoring
- Marketing/Recruiting
- Providing administrative support

The Navigator's main job is to be a mentor in the broadest, most general sense of the word.

Specifically, the Navigator provides mentoring and resource identification in order to offer support needed in many areas of the student's life, including:

College admissions processes, including student financial aid issues

- Non-educational financial aid issues (food stamps, affordable housing, etc.)
- Transportation issues (bus routes, bus passes, carpool opportunities, etc.)
- Child care issues
- Scheduling conflicts
- Mental and physical health concerns (makes referrals to professionals as appropriate)
- Family crises
- Legal/court issues
- Emotional issues (e.g., fear/stress/lack of confidence; makes referrals as appropriate)
- General one-on-one listening and encouragement (serving as a trustworthy adult)

In addition to identifying available resources, the Navigator builds informational and social networks, makes these networks available to the student, and teaches the student how to build such networks himself.

The Navigator also mentors by designing and facilitating team building and community building experiences that are relevant to the lives and educational experiences of the students. The Navigator sees differences as strengths, and motivates students by drawing upon their unique talents and strengths. She or he models enthusiasm for learning, nurturing self-acceptance as well as responsibility and accountability within and among students.

In addition to mentoring, the Navigator is proficient in marketing and recruitment, and is comfortable speaking in public to groups. The Navigator does this by:

- Designing and creating marketing materials for print media (flyers, brochures, posters) and, if possible, radio (radio spots, public service announcements, on-air interviews, etc.) and tv (infomercials, public service announcements, etc.)
- Networking with area adult education centers, colleges, community centers, etc. to coordinate recruiting opportunities (hosting an open house, cookout or special event; speaking at graduation ceremonies, etc.)

Finally, the Navigator provides administrative support through effective written and verbal communication (reports, reviews, presentations, etc.).

The Navigator carries out these functions professionally, compassionately, and ever mindful of ethical considerations.



2. What does the recruiting process look like?

- Speaking to current GED students and graduates during school assemblies and GED graduation ceremonies to increase awareness of SUN educational opportunities
- Speaking to prospective GED students about SUN as part of the intake process
- Making phone calls to all GED graduates and former students who have attended or visited our center over the past five years
- Creating print press releases and providing them to all appropriate print media outlets in the region
- Writing and producing radio spots and providing them to all appropriate radio stations in the region
- Creating flyers, posters and brochures and placing them in high-visibility locations throughout the community, focusing on the target audience of populations who can most benefit
- Taking pizzas to the local skate park, setting up a card table and handing out free slices of pizza, promotional items, SUN brochures and SUN applications to potential students (and collecting contact information from them)
- Staffing a promo booth at a college fair
- Being ready to share information with anyone at any time, including in the grocery store, on the street, in an elevator, at a party, etc. In this way the Navigator is 'on duty' and represents the SUN program 24/7.

3. What is the transition process and how does a SUN navigator escort the students from GED completion (or out-of-school status) into college?

For many students at our center, the transition process begins in our GED classrooms. For some, it begins in the community college admissions office, where the intake coordinator notices the student's Accuplacer scores and refers the student to me. For some, it begins when they see a flyer or hear a radio ad and they call my office.

As a Navigator, I talk with these students about the importance of college. I stress that while it's an achievement to be proud of, getting a GED in and of itself generally does not increase one's earning power enough to pull one out of poverty. The way to truly increase earning potential is to use the GED as a springboard into college and on to a college degree.

I draw graphics on a sheet of paper that illustrate developmental or "stepping stone" classes, why they're important, and how the SUN program can help complete them more efficiently.

I sit with the student and help him complete the SUN application paperwork. I escort him to the financial aid office and help him set up an appointment with the financial aid officer. I show him on my computer what the online FAFSA application looks like and talk with him about what to expect during the financial aid application process.

I show students where to go to take the Accuplacer, and I log them onto the testing computer and make sure they have scratch paper and pencils. I introduce them to key college staff who help them create a class schedule and register for classes.

When I see them in the hallway, I ask them how things are going. I ask them if they'd like to talk, and I make myself available to listen to them. I call students on the phone when they're absent to find out if they're okay and to let them know that they're very important and that we care very much about their well being and success. When they earn a high score on a test, I model enthusiasm and shake their hand or give them a 'high five'. I demonstrate to them that I care about their success, because I do.

4. What does a typical day include in the work of a SUN navigator?

On any given day I can expect to do some or all of the following:



- Check for and respond to phone or email messages from students who are absent that day and may need support
- Speak with SUN instructors to share information updates on specific students who may need support
- Research and contact agencies who may be able to provide support or services a student may need (such as affordable housing, food stamps, bus passes, emergency room financial counseling, etc.)
- Meet with students who want to share concerns
- Help students complete relevant paperwork
- Discuss career options with students
- Research, design and facilitate teambuilding workshops that are pertinent to the cohort's learning experiences and lives
- Collect and compile pertinent student information, such as GED scores, Accuplacer scores, financial aid application results, etc.
- Communicate with community college staff regarding any complications that may arise regarding financial aid applications, residency issues, schedule conflicts, etc.
- Contact students who are absent from class to find out if they need support
- Coordinate or provide rides to students who can't get to class due to unforeseen circumstances
- Meet with and counsel students who are behaving inappropriately in class
- Coordinate catering for orientations, teambuilding events and end-of-semester celebrations
- Prepare and mail/fax press releases to media
- Post flyers and place brochures at key locations in the community
- Staff a promotional booth at a college fair in the Wal-Mart parking lot
- Drive to surrounding communities and host special recruiting events such as cookouts
- Speak at the GED graduation ceremonies of area adult education centers
- Write feedback report and submit to Lead Navigator in Denver
- Contribute to SUN online message board, participate in regularly-scheduled meetings with other Navigators and respond to questions/requests from statewide SUN team
- Brainstorm ideas with instructors and site director regarding most effective ways to motivate and encourage students

5. What are some of the challenges a SUN navigator typically faces in supporting this population and what do navigators need to build a support system?

Typical challenges that SUN students face include:

- Financial aid
- Transportation
- Child care
- Schedule conflicts
- Health problems
- Family crises
- Legal/court issues
- Fear/stress/lack of confidence
- Lack of emotional support (being surrounded by family and friends who devalue the importance of education and possibly mock or attempt to undermine the student's attempts to better himself)

6. What are some of your greatest successes (programmatically or with particular students)?

Just before the beginning of our first semester, a potential student (walk-in) came by and was very interested in the College Connection program. He'd seen one of the flyers I posted around town, which in itself was a victory. As we were chatting, he told me he was eligible for a scholarship with 'the Tribe', but that he didn't know who to talk to.



After determining that he held membership with a tribe that was not based in our area (or even our state), I realized I would need to do some research to explore scholarship opportunities. I did some research online with the student in my office and was able to at least give him a name and a phone number of someone to contact before he headed downstairs to take his Accuplacer.

After he'd walked away, I hadn't been able to shake the feeling that I could find out more, so I did some more research. I ended up getting in touch with a man in Washington State who informed me that July 1 (the very day we were speaking on the phone) was the deadline for scholarship applications. He told me that as long as he received the initial application by midnight, the supportive paperwork could follow later. He faxed me the application, the student completed the four pages necessary and we faxed it in that day.

Within the next couple of weeks the student brought me the financial aid documentation necessary to complete his scholarship application. I faxed it in to the folks in Washington State, and immediately followed up with a phone call to confirm receipt of all eight pages. The student ended up receiving a \$2,000 scholarship and successfully completed the College Connection session.

Had I not continued to explore financial aid opportunities for this student, he might not have decided to enroll in college. He may not have felt it was worth it to rearrange his work schedule to allow for school. But more importantly, he may have missed out on discovering that someone believed in his potential for success. That feels incredibly rewarding to me.

In addition, I've facilitated Orientation sessions and teambuilding workshops and have seen immediate results as groups of students begin the day as strangers and end the day talking excitedly with one another. I've seen students create their own study groups and continue working together academically long after the SUN session has ended. I've seen friendships develop.

It feels great to know that my efforts may contribute in some small way to someone else's success. And sometimes it's the seemingly 'smallest' things (earning a passing test score, attending class for entire week without being absent, opening up and talking about a difficult topic) that ends up being the most rewarding.

7. What systems do SUN navigators put in place to support the teachers and students in the classroom? (teambuilding, relationship building, learning community support)

The Navigator promotes teambuilding and a sense of camaraderie among the students in the SUN cohort by designing and facilitating teambuilding experiences as well as by introducing students to one another and generally encouraging social networking.

The Navigator speaks daily (and usually multiple times in a day) with the Instructors to check up on the progress of the cohort and to identify any potential student signals of need for support. For example, if a student is chronically late to class, I may speak with him and discover that he works at a restaurant until midnight every weeknight. If a student seems to have a negative attitude for days or weeks on end, I may ask him how he's doing and discover that his kidneys are failing but he doesn't have medical insurance.

By remaining acutely sensitive to the potential signals and cues that students may present, the Navigator can help to maintain open lines of communication. By doing this, the Navigator can more effectively identify and potential barriers to success early on and address them before they become actual barriers.

8. What is the SUN navigator's specific role in career assessment and exploration?

My role in the area of career assessment and exploration has been both in the area of 'big picture overview' during the SUN Orientation sessions as well as one-on-one meetings with students to talk about their goals and how to reach them.

During the Orientation sessions I talk with students about how college credits work, the difference between various degree levels (associates, bachelors, masters, doctorate, various certificate programs),



and how different educational tracks may be appropriate for reaching various goals (for example, different programs of study are required to become a welder, a college professor, a nurse, an electrical engineer, a concert pianist, etc.)

During one-on-one meetings with students I talk with them about general interests, hobbies, etc. and how they may relate to the student's education and career aspirations.

Our instructors work in this area with the students in a more formalized way.

9. What specific knowledge/skills does a navigator need to do this work? (financial aid, marketing, academic advising, personal counseling, administrative, relationship building with the college, career counseling, etc.)

- Financial aid
- Marketing
- Academic advising
- Personal counseling
- Administrative processes
- Relationship building with the college
- Career counseling
- Interpersonal relationship building
- Public relations
- Networking
- Investigating and researching community resources
- Social work
- Professional writing
- Editing
- Photography
- Personal motivation
- Social justice advocacy
- Conflict mediation
- Physical health and wellness

10. How does a SUN navigator support the enrollment process and initial college persistence?

By being available, by being concerned and by being persistent. As SUN students begin their college careers, many are easily intimidated by the unfamiliar vocabulary and processes associated with higher education. The Navigator's continued support and frequent contact with the student can help to alleviate student fears, frustrations and concerns. As time goes on the student frequently begins to realize that she or he does in fact have a support system in place and that she or he can indeed be successful. It is this frequent contact, the Navigator's checking in every day or every few days with the student that makes all the difference. By working with the instructors to closely monitor the student's attendance, progress and even the student's apparent mood, the Navigator can more quickly identify the need for support and actively advocate on behalf of the student in the most appropriate way.

Since many of the challenges faced by SUN students are time sensitive and affect basic security (food, clothing, shelter, child care), the more quickly they can be identified and addressed, the better chance the student has of continuing forward with academic success.



Colorado SUN Navigator Ethics Guidelines

Commitment to Students

The Navigator's primary responsibility is to promote the well-being of students. In general, the student's interests are primary. However, the Navigator's responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed students, and students should be so advised. (Examples include when a Navigator is required by law to report that a student has abused a child or has threatened to harm self or others.)

Responsibilities to Students

The Navigator:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

Confidentiality

The Navigator:

Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Navigators will consult with appropriate professionals when in doubt as to the validity of an exception.

Student Records

The Navigator:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
 - b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
 - d. Establishes a reasonable timeline for purging sole-possession records or case notes.
- Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

Sexual Relationships

The Navigator:

- a. under no circumstances engages in sexual activities or sexual contact with current students, even when such contact is consensual.
- b. does not engage in sexual activities or sexual contact with students' relatives or other individuals with whom students maintain a close personal relationship when there is a risk of exploitation or potential harm to the student. Sexual activity or sexual contact with a student's relatives or other individuals with whom a student maintains a personal relationship has the potential to be harmful to the student and may make it difficult for the Navigator and student to maintain appropriate professional boundaries.

The Navigator—not the student, the student's relatives, or other individuals with whom the student maintains a personal relationship—assumes the full burden for setting clear, appropriate, and culturally sensitive boundaries.

Physical Contact

The Navigator does not engage in physical contact with students when there is a possibility of psychological harm to the student as a result of the contact (such as cradling or caressing students). Navigators who engage in appropriate physical contact with students are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Sexual Harassment

The Navigator does not sexually harass students. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.



Derogatory Language

The Navigator does not use derogatory language in their written or verbal communications to or about students and uses accurate and respectful language in all communications to and about students.

Each person has the right to be respected, be treated with dignity and have access to an educational program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

Appropriate Referrals

The Navigator makes referrals when necessary or appropriate to outside resources.

Responsibilities to Colleagues and Professional Associates

-- Professional Relationships

The Navigator:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

-- Sharing Information with Other Professionals

The Navigator:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

Responsibility to the Community

The Navigator:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive educational program to all students by collaborating with community resources for student success.

Responsibilities to Self

-- Professional Competence

The Navigator:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

Diversity

The Navigator:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affect her/him personally and professionally.
- d. Acquires education, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.



Strategies for Building Relationships between ASE Centers and Community Colleges

Building relationships between the adult education centers and the community colleges is a key function of the Colorado SUN Navigator. Without buy-in and solid communication between these partners, the transition program lacks continuity and success.

Program awareness should be built initially between the Local Site Director (ASE Center) and the executive administration of the community college. Once that awareness is established, transition coordinators become involved in the relationship building process.

The following are basic strategies used by Navigators to build program awareness and encourage buy-in and communication with additional staff.

- Personally contact staff members of all student services areas to let them know about the program – enrollment, advising, financial aid, career services, etc.
- Provide faculty with program information – inquire about student shadowing or faculty mentoring for transition students.
- Provide a summary of the transition program and marketing materials to each staff member.
- Present program information at administration and faculty meetings.
- Make posters and other marketing materials visible to staff throughout the campus – work with communications department.
- Increase staff understanding through transition program “selling points” – the program:
 - addresses lack of alignment between GED and college-level coursework;
 - saves students time and money in remedial course;
 - provides opportunity for accelerated learning – successful academic strategy for many adult students; and
 - increases enrollment/FTE at the college.
- Provide research reports/data related to college transition issues and promising/successful practices (see College Transition Research at <http://www.cccs.edu/Foundation/SUN/other-resources.html>).
- Encourage staff to contact you to determine if a student is eligible for the transition program.
- Keep regular contact with all departments – don't let them forget about the program.



What does it take to be a Colorado SUN Navigator?

I'd say for this job you need to be:

- Part cheerleader
- Part paperwork administrator
- Part cheerleader
- Part higher education/financial aid expert
- Part advocate
- Part cheerleader
- Part clergy member
- Part performer
- Part cheerleader
- Part counselor
- Part cheerleader
- Part social worker
- Part social activist
- And of course, part cheerleader.

*Tim Birchard
Colorado SUN Navigator
The Durango Adult Education Center*



Section 4

Educational Case Management Background Information



True Educational Case Management

What is True Educational Case Management?

- Advocate for students and provide holistic advising, career planning and academic retention strategies
 - In SUN program, begin at time of recruitment and can continue indefinitely
 - Look at all aspects of the students life (physical, mental, social) and find possible issues that may prevent student from being successful in college
 - family crisis
 - child care
 - legal issues
 - lack of support (educational & emotional)
 - lack of confidence
 - health issues
 - financial issues
 - lack of realistic goals (educational, career)
 - Be proactive - give the student support mechanisms (tools to navigate college system) that can help resolve some of the issues or prevent further issues from arising
 - Connect student to support groups on/ off campus
 - Provide referrals to organizations that help with child care, utility bills, counseling, and other
 - Connect student to career center, workforce center to get help with their career goals
 - Give encouragement and reality check when needed

Challenges of Educational Case Management

- Students getting so comfortable with you that they find it hard to move on to other Advisors, Case Managers (more students than can handle)
- Danger of Case Manager becoming Personal Counselor to students
- Limited resources out there for students in need (time is a factor)
- hand-holding vs. spoiling students

Satisfaction of True Educational Case Management

- Students reaching their full potential and overcoming their issues/ barriers



Adult Learner Challenges To Completing a Certificate or Degree

Extremely limited finances / transportation

Family obligations

Employment obligations

Undiagnosed learning disability

Untreated mental health issues

Feeling of not being worthy

Lack of value of education in the home

Lack of understanding of college processes

Need for non-traditional learning styles

Lack of goals

Lack of confidence

Meta-cognitively out of touch

Fear of losing family connections

Non-native cultural field of experience



Guidelines for Referring Students to a Professional Counselor

Suggested References and Guidelines for Colorado SUN Navigators

Lehigh University Counseling and Psychological Services

<http://www.lehigh.edu/~incso/faculty.shtml>

To prevent possible over-interpretation of a single or an isolated behavior, it is probably advisable to look for clusters of signs which appear at approximately the same time. Here are some possible signs that a student is in distress:

- Appears depressed, withdrawn, and little motivation for academic pursuits
- References to suicide
- Is not attending class, failing exams, or failing to hand in assignments
- Frequently falls asleep in class
- Comes to class smelling of alcohol
- Appears to be inebriated or high in class
- Frequently appears to be agitated, distracted, or distant
- Loses interest in her or his personal appearance
- Exhibits odd, peculiar, or bizarre behavior
- Has experienced some recent or past trauma (i. e. sexual assault, death of friend/family member) that is interfering with his/her ability to function in an academic or social environment
- Seems highly anxious or "stressed out"
- Has interpersonal difficulties/relationship problems

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help a faculty or staff member define the limits of his or her involvement with a particular student's problem. A referral is usually indicated in the following situations:

- A student presents a problem or requests information which is outside your range of knowledge
- You feel that the personality differences which cannot be resolved between you and the student will interfere with your helping the student
- The problem is personal, and you know the student on other than a professional basis (friend, neighbor, relative, etc.)
- A student is reluctant to discuss a problem with you for some reason
- You do not believe your contact with the student has been effective

University of New Hampshire Counseling Center

<http://www.unhcc.unh.edu/referral-guide.html#professional>

When Might Professional Counseling Be Beneficial?

The reasons that individuals seek help from psychologists are as varied as people themselves. An individual's motives for seeking counseling might range from wishing to solve a particular problem to desiring to enhance his/her own personal development. In any case, the following indicators might be useful in making a decision about referring a student to counseling. To prevent possible over-interpretation of a single or an isolated behavior, it is probably advisable to look for clusters of signs which appear at approximately the same time.

1. Stated Need for Help

The desire for assistance in dealing with a problem may be stated directly or indirectly. For this reason, it is important not only to attend to the content of what a student may say but to understand the intentions and feelings underlying his or her message. Listening involves hearing the way things are being said, noticing the tone used, and observing the expressions and gestures employed. In fact, having someone listen attentively to an expression of a problematic feeling or thought is often a cathartic experience for the speaker which, in and of itself, can result in that individual feeling somewhat better.

2. Danger to Self or Others

When an individual talks about or alludes to details of how, when, or where he or she may be contemplating suicide, immediate referral is necessary. Regardless of the circumstances or context, any reference to committing suicide should be considered serious.



To conclude that a student's suicidal talk is simply a bid for attention is extremely risky, and a judgment about the seriousness and possible lethality of the suicidal thought or gesture should not be made without consultation with a professional mental health worker.

3. Changes in Mood or Behavior

Actions that are inconsistent with an individual's usual behavior may be an indicator of psychological distress. Withdrawal from usual social interaction, chronic absenteeism, unwillingness to communicate, excessive crying or anger, irritability, sleep or appetite disturbance, ongoing fatigue, inability to concentrate, excessive worry, and nausea may be signs of depression or anxiety. These symptoms will often interfere with daily functioning.

4. Eating Concerns

Compulsive overeating, chronic dieting, significant weight loss or gain, purging (excessive exercising, self-induced vomiting, laxative abuse), and distorted beliefs about one's body size and shape are signs of an eating disorder, and warrant a referral to the Counseling Center.

5. Trauma

Any traumatic experiences, i.e. physical, sexual, emotional abuse, serious auto accidents, natural disasters, etc. that a person has experienced or witnessed, often create intense fear and reliving of the trauma and a numbing or detachment along with other anxiety and depressive symptoms.

6. Changes in Personal Relationships

Personal problems often result when an individual experiences a traumatic change in a personal relationship. The death of a family member or close friend, difficulties in marriage or family relationships, divorce, changes in family responsibilities, and difficulties in other significant relationships can all result in increased stress that affects day-to-day functioning.

7. Drug and Alcohol Abuse

Indications of excessive drinking, drug abuse, or drug dependence are almost always indicative of psychological problems. ***In the case of a drug overdose or severe drug reaction, call the University Health Services (862-1530) or the University ambulance (*911).***

8. Cutting/Self Injury

In recent years there has been a substantial increase in the number of students who cut/burn or injure themselves in some other way to manage intense feelings. These students are usually not trying to suicide but rather find self-injury relieves difficult feelings, helps to communicate their pain, or helps them to feel in control of earlier traumatic experiences that may be unconscious.

9. Learning Problems

Many students find the demands of college-level academic work to be greater than they anticipated. While it is expected that all students will go through some adjustment period in this regard, those who demonstrate a consistent discrepancy between their performance and their potential may be in need of assistance. Poor study habits, incapacitating test anxiety, undiagnosed learning disabilities or repeated absences from class are all issues which might benefit from counseling services.

The Center for Academic Resources (862-3698) and DSS (Disability Support Services, 862-2607) are two offices that also deal with these issues.

10. Retention Issues

Research conducted at the University has shown that counseling services are effective in combating student attrition. Students who are considering dropping out of school, contemplating a transfer to another institution of higher education, or worrying about possible academic failure may find counseling to be a useful resource during their decision-making.

Relationship Institute

http://www.relationship-institute.com/freearticles_detail.cfm?article_ID=148

Other indicators:

- avoids discussing their past or present life, or does so only vaguely
- appears overly dependent on family members
- seems to have few or no personal boundaries
- exhibits excessive alcohol or drug use/abuse
- exhibits frequent flirting or staring at others; seems to need constant attention
- is not emotionally finished with ex-spouses/ex-lovers
- is recently divorced or broken up from relationship
- has credit problems, debts, shaky finances, undergoing a "temporary bad time"
- seems to need to be in control at all times



- never shows any fear or vulnerability
- is unreliable; doesn't follow through on prearranged plans; is constantly late
- expresses an over-focus on sexual themes
- has few or no long-term friendships or previous relationships
- interrupts without listening; talks only about self and never asks you about you
- is unavailable through overwork or excessive interests, family, children
- has a negative, pessimistic outlook on life; constantly critical of others; sarcastic sense of humor
- does not take care of self in diet, exercise, appearance
- cannot tolerate feedback from others without getting defensive
- exhibits excessive computer use
- has inappropriate ways of handling conflicts, or avoids conflict entirely whenever possible
- exhibits an inappropriate expression of anger



Navigator Ethics Example Scenario for Raised Awareness

Scenario (male Navigator)

A female student, age 19, comes into my office and wants to talk. I invite her to sit and I ask her if she'd prefer my office door to be open or closed. She says she doesn't care either way, and I tell her that it's totally up to her—whichever she's more comfortable with is fine. She decides to close the door for privacy.

I ask her how classes are going, and she says 'okay', but I know that she's missed class twice already this week. I ask her if she's been okay, and she tells me that she's feeling stressed lately because of her home life. I ask her if she wants to share more, and she does.

She tells me that her father, who has been out of the picture since she was seven years old, showed up at her mother's apartment the other day with his suitcase in hand. He'd been living in another state for years, had fallen 'off the wagon' (relapsed into using illegal drugs) and wanted to stay at the student's mother's place for a while to get sober. Although the student's mother and father have been divorced for years, the mother allows him to sleep on the couch of her two-bedroom apartment.

The student continues by telling me that she just moved back into her mother's place (taking the other bedroom) because her ex-boyfriend recently broke up with her and kicked her out of his house two weeks ago. Now she says her home life is chaotic because her father is living on the couch and the apartment is always a mess.

In addition, she tells me that her ex-boyfriend called her last night and asked what she was doing. She explained to him that she was walking home from her A.A. meeting. When he offered to pick her up and give her a ride, she accepted. They wound up going back to his place where, she explains, "he ended up using me."

She tells me that her ex-boyfriend is keeping her dog at his house until she's able to get her own place, since dogs are not allowed at her mother's apartment, where she's currently staying.

Processing questions:

- 1) **Based on this scenario, what underlying issues might be challenging the student's ability to succeed in school?**
- 2) **What warning signs might this Navigator recognize in this scenario?**
- 3) **What recommendations might be appropriate for the Navigator to make to the student?**
- 4) **What resources might the Navigator offer to the student?**
- 5) **What does the Navigator do or say in this scenario that promotes healthy boundaries?**
- 6) **What parts of this scenario could lead to problems if not handled properly by the Navigator?**
- 7) **What are some ways that the Navigator could end up causing more harm than good?**
- 8) **How might this student be perpetuating problems in her life?**
- 9) **What might the student do to set and maintain healthier boundaries in her life?**
- 10) **Based on this scenario, what issues are appropriate for the Navigator to address with the student during this meeting? Which issues, if any, should he avoid mentioning, and why?**
- 11) **If you were this Navigator, what personal experiences might you share with this student? What would your rationale be for sharing it?**
- 12) **If you were this Navigator, what personal experiences would you NOT share with this student, and why?**



Barriers to Student Success: Mid-semester Student Interviews

The Durango Adult Education Center

Student #1

X — (GOAL: Neonatal nurse) has a laptop at home but it's old and it crashes from time to time. She doesn't have MS Word on it so even doing the simplest of papers is a burden—has to take place either at school or the library. She told me she writes/edits best when she's able to type—handwritten work is much more challenging for her. And if she had access to Word at home, her life would be so much easier. She is afraid to install MS Word on her laptop (which is running Vista) because she doesn't want to create even more problems with her computer.

IDEA—in the next week or two, I'll be receiving five new computers for the TABE lab. The current TABE computers all have MS Word. Maybe they become 'available' as part of a scholarship for current students??

X is deeply committed to succeeding in school, and feels the sacrifice of being away from her family. So she seriously takes issue with X and X being disruptive in class, responding with: "What"? "I wasn't paying attention." - and asking questions about topical information that has already been covered.

She also expressed annoyance with people who come to class sick, and who bring their sick children to day care.

Loves her psych class; bugged by her other English class—the instructor spends a majority of the time reviewing the homework, so she feels most of her actual learning for that class happens at home on her own.

I told X that we were all very impressed with her work and that she was doing a good job. She was delighted, and said she hadn't been sure of how she was doing, so she appreciated the feedback.

Student #2

X—biggest challenge is work schedule. Her boss at City Market (Y, who apparently knows Paulette) has told X that "school is not important". (X commonly works from 12:45pm to 10:45pm. Sometimes up until 2 a.m. doing homework.) X almost quit last week, got written up for being late to work because she was at school (study session) - is prepared to take a \$3 pay cut as a result. Said she's not too worried—she feels more committed to school, and she'll be okay if she loses her job. Has a boyfriend who helps financially, and lives at home, so expenses are minimal.

Taking anger management classes, and made a commitment to me verbally that she'd attend study sessions as much as she can for this second half of the session - feels good about catching up in class.

Student #3

X—can only make the Monday and Wednesday study sessions (which are with Nan). Wants more time with Stephanie for English—needs childcare (not available on Fridays). Her concerns are: she has no homework time, no quiet place to study.

Home—on any given day there are 7-12 people living at her home (3bd/2bth); with 6 people sleeping in one room. She's a member of the Navajo Nation; has applied to the Board of Southern Ute Housing for a three- or four-bedroom house. (She's number 7 on the list for a 3-bd; number 4 on the list for a 4-bd.) Lives with her mom, dad, sister, and two little brothers—one of whom has a girlfriend living with them, her husband, son, daughter and two stepsons.

On February 27 she goes before the 8-member Board to plea her case to be bumped up so she can move into one of the houses available now. (Preference normally given to S. UTE)



Wants help writing a SPEECH to give at that meeting. (I told her to talk to you, Stephanie, and suggested maybe this could become part of her SUN curriculum?)

Student #4

X—feels panicked about “what comes next, after the SUN program?” Also worried about whether she’ll get financial aid for summer/fall semesters. Not sure if nursing classes will be available for her, and needs a computer right now. (Again—old TABE computer possible)

Have to move by March 1; 7 people living at her home (2 bedrooms), including her brother and his girlfriend (X) who doesn’t pull her weight around the house.

Mother has diabetes, lives in Reno, NV. Sister has serious financial problems. X tries to send her sister money (\$20) whenever she can, but she’s already stretched thin.

Student #5

X—(Goal: Nursing—RN) has therapy and groups Monday afternoons; has committed to being at all study sessions Tues-Thursday for the duration of the program. She started anti-depressant meds last Thursday and feels like they’re helping her a lot.

Dad and Mom have been divorced for 7 years; Dad showed up last month back from California, struggling with drug addiction, came to live with X’s mom (2bdrm apt) to get sober. About the same time, X’s boyfriend kicked her out of their apt, so X moved back in with Mom. No space, no privacy, no quiet. X is also struggling with relationship with ex-boyfriend, and has spent time with him recently only ‘to be used’.

I suggested a ‘no contact’ period of 30 days, but X dog lives with ex-boyfriend (not allowed at Mom’s apt). X expects to receive financial aid in the next few days, and wants to take dog and move into own apartment near school.

Student #6

X—lives in hotel room with brother, who often brings friends/beer to the room. Hard for X to study under those conditions; often chooses to join in drinking.

Debt is hanging over his head; plans to get copies of his credit report and contact debtors to make payment arrangements with them. (I have sample letter to debtors to share with all SUN students.)

Court date February 17; while arguing with girlfriend, punched the wall. State found out, violence charge. He doesn’t expect jail time, but possibly anger management classes.

He expects financial aid check in the next few days. Wants to get own place, but hotel room is paid up for next three weeks. So he’ll be in hotel room until almost end of SUN program.

He sometimes goes hungry. (I gave him 2 Albertsons gift cards for groceries and encouraged him to use our food shelf.)

Student #7

X—Wants more challenging writing assignments (or rather, more opportunities for creative writing). Is a musician and loves writing poetry. I showed him my CD and told him that if he raises his Accuplacer scores I’ll give him a copy for free at the end. (I’m happy to extend that offer to all students in this cohort, if it’s not inappropriate. I specifically offered it to Nick because he’s interested in exactly the same thing—making his own music CD’s. So I knew I had an easy ‘hook’.)

Says his dad is supportive of him going to school, but also wants X to get his own place and get a job soon. X did not identify any “panic” areas in his life, but mentioned that it’s been difficult to find work.



Since X was present during the team building session last Thursday, he heard first-hand the group's concerns about Y and Y's disruptive behavior. I told him that I'd heard from some people that this annoyance had, at times, extended to all of 'the guys'. I told X that it seemed to me that Y and Z look up to him, so he has an opportunity to step into a leadership role by encouraging them to get back on task when necessary, and by refusing to let himself get sucked into disruptive behavior. He admitted this could be a challenge because they're his friends. I acknowledged that difficulty.

Student #8

X—main challenge: husband (Y) has been diagnosed with bipolar disorder and refuses to take meds. He took meds initially for a month, but since then has refused. Y's mother agrees with X that he needs meds, but he sees them as a sign of weakness and believes that he should be able to control his sickness through willpower.

I gave X another one of my cards and welcomed her to invite him to call me. (I acknowledged that, if not handled delicately, he could get angry at her for telling me about his condition and encouraged her to use her best judgment about when/whether to give him my number.) I told her that my mom has bipolar disorder and only started taking meds a few years ago, and that (if he wanted to talk with me) I'd be happy to do the "guy thing" and tell him about the tremendous difference my mom's meds have had on her life.

X told me that when Y is being difficult to deal with, she simply withdraws and spends less time around him. She said she actually loves coming to school and going to work (part-time bartender at a hotel, 4:30-7:30pm three nights a week—on quiet nights she does her homework there), and that school is one of the highlights of her day. She says she really enjoys it—likes the reading and vocabulary, enjoys math... when I asked her what has made school work so well for her here, she said that her friendship with Z has been the biggest influence, and that knowing Stephanie and Nan in advance also made things a lot better.

She feels sad to think about the fact that SUN will be over soon.

"It's such a pleasure to work with such wonderful people who care so much about me."

I told her that her teachers and I are all very impressed with her work and that she's doing a great job.

Student #9

X—Studies with Y a lot. Biggest challenge is time management at home; four children and Sundays are incredibly busy (non-stop). However, she doesn't have any "panic" areas in her life. Says that when things get challenging, she doesn't panic anymore, but remains calm, takes a deep breath and assesses the situation to find out what needs exist.

Her husband – Z – "is incredible"—very supportive. He is a painter (construction) and now is getting into creating paintings on canvas. X is happy that he's enjoying painting so much.

X enjoys her outside reading class. Her main concern/fear is driving in the dark and driving on icy roads. Lives in Bayfield, and late class is from 6-7pm twice a week. Says she's doing her best simply to do what she can and take care of things as they come. (I reminded her that the sun will set later and later as summer approaches, which may make the evening drives more palatable.)

Is very happy with the SUN program, and is sad to realize that soon it will be over.

Student #10

X—has been sick on and off for the past month. Lives at home (five people in a three-bedroom trailer out in Hermosa), and says his mom is constantly on his case to move out, get his own place, get a job, get his own car. Says he's working on getting his own place.

When I asked him how class was going, he said it was going fine. I pressed for more information, and he complained that some of the students, especially some of the women in the class, would stare at him when he was called upon by the teacher, and if he had missed the previous day and didn't know the answer, that they'd give him dirty looks.



I shared with him that during last Thursday's team-building session (from which he was absent) the group had identified some feelings of frustration with his disruptive behavior (I made a point of noting that the frustration was not with him as a person, but with his behavior). I specified that it was his laughing and talking with Bruce during class, as well as answering questions from the teacher with "I wasn't paying attention."

I pointed out that almost everyone else was giving their all—in some cases giving up time with family to be in class and to do homework.

He said he gets bored in class, and said the math was too easy for him. I said that, while it was possible that it was too easy for him, it was also possible that he simply had not engaged and that it actually might be the appropriate level for him. (Stephanie's input validated this probability.)

He seemed to be friendly and apparently open, but I sensed an emotional wall—he didn't seem to really truly be engaging with me. He did, however, agree to the following:

Staying more focused

Not disrupting others

Saving "goof-off" time for the breaks

Touching base with me again in one week, if not before

Student #11

X—biggest challenge: has been kicked out of girlfriend's parent's house three times in the past two weeks due to money stresses. (He's expecting a financial aid check sometime in the next few days.) When he's gotten kicked out, he's stayed with his brother, who lives out by Wal-Mart. Then his girlfriend's parents (who live up on Farmington hill) have called him, usually after 24 hours, and invited him back. Girlfriend's mom is a hairdresser who is getting less business than usual, and her fiancée works for Shamrock foods, which is also taking a hit. So this usually 'booming' time is not booming, financially.

X says he plans to give some of his financial aid money to them to help make ends meet. (Planned to check with Y or Z today to find out how much of his financial aid money he'd have left after tuition and books are paid for.)

Told me he still needed to contact Emily re: anger management counseling.

I explained to him that we wanted him in the group because he showed a lot of promise, and that we're even willing to sponsor anger-management counseling for him if he can act appropriately in class. But, I told him, we can't sponsor him if he makes things difficult for the other students in the class. He said he understood, sounded open, genuine and willing to own his part in the present situation. I gave him another one of A's business cards and left a msg. on her voicemail to expect a call from him today. I also left a msg. for Y giving him a heads-up to expect a visit from X today.

Finally, I focused on the fact that there are only 14 more class meetings before the final day, so now is the time to really straighten up. He seemed to get it, and the report from one of his teachers this morning was that his behavior had improved.

Student #12

X's mother is in seriously poor health and is, for the most part, a shut-in at home. X's father has also been ill since last July 4. According to X, she does four things when she's at home: homework, cleaning, helping her bed-ridden mother and sleeping. She says that there are three TV's in her house, and at least one of them (if not more) is always on, which is distracting when she tries to do her homework.

X told me that she's been diagnosed with bipolar disorder and is not taken meds, nor has she EVER taken meds. ("I hate the idea of someone messing around in my head.") She's also been told by doctors that she has ADD, but does not have a formal assessment for that.

She also told me that she's been in charge of taking care of her mother since 1996 (she's 18 now, so that would mean it started at age 5 or 6). Younger sister Y apparently refuses to do housework, neither parent can do



housework, mom is also bipolar (no meds) and is a germophobe (says X), and since their housing is on a gov't. subsidy, it gets inspected on a regular basis—if they fail inspection they could lose their housing.

On Tuesdays and Thursdays X arrives at 8:30am for class and has classes straight through until 5:30pm. Says that this makes it difficult for her to do her homework that is due on Wednesday (since she says it's so distracting at home and she's tired by that time).

X said that sometimes they run out of food at home (I asked if she had food right now, made sure she knew about Manna here in town, and made sure she knew she was welcome to our food shelf in the multi-purpose room).

Finally, I offered her the same counseling services that we're providing for Y, and she said she was interested. I've made the arrangements with A, the therapist, and will tell X to give her a call and set up the first appointment.

I reminded X that there are only 14 class meetings left, and to hang in there... and asked if she'd had breakfast. She said no. So I told her to go into our multipurpose room and get some breakfast right away and we walked there together.



Section 5

College Connection Student Outreach Strategies and Tools



Colorado SUN Navigator Recruiting Strategies

- Presentation of College Connection bridge program during GED intake interviews, student assemblies, and graduation ceremonies to enforce PSE transition culture in adult education center
- Presentation at graduation ceremonies of external adult education centers to inform the public and change the culture of the community
- Face-to-face, 1:1 meetings with students
- Personal calls to students by staff with whom the students are familiar and trust
- Small group meetings with students
- Relationship-building between adult education center and community college; faculty and staff awareness of program success
- Referrals to College Connection program or Navigator by testing center administrators
- Word-of-mouth: former transition students, student ambassadors
- Involving GED instructors and administrative staff in recruitment process
- Inclusion of high school counseling/advising staff in recruiting process
- Inclusion of college advising/assessment staff in recruiting process
- Relationship-building with external community organizations
- Fact sheet – awareness building
- College/career fairs – information booths/scholarship drawings
- Education fairs – information booths/scholarship drawings
- Workforce Centers – flyers, informal sessions with staff
- Food banks – flyers, information sessions with staff
- Open houses (with icebreaker activities)
- Early, strategic recruiting efforts - be persistent
- Flyers/Brochures – GED centers, high schools, colleges (admissions, financial aid, enrollment, advising), CBOs
- Newspaper advertisements
- Radio – PSAs, staff and/or student interviews
- Postcard mailings
- Posters with “tear-off” (post-it) contact information
- Web page on college web site (also connect via Facebook or other social networking site)
- Text messaging (after receipt of consent to further contact student)
- Movie theater screen advertisement



Recruiting Tips

Recruiting is about creating relationships with a variety of sources, but most importantly, with your students

Steps to recruiting students and promoting your program to the community:

1. **Get the word out about the program!** Talk to community members, friends, neighbors, local colleges, high school counselors, and adult education staff to let them know about your new program. Use **pamphlets, brochures, posters, PowerPoint presentations, and website links, movie theater lead-ins and creative T.V. and radio spots** to let the world know about the opportunities available. Use the “*College Transition Toolkit*” to help you create a plan of action. It provides excellent strategies and steps to help you achieve your recruiting goals (www.collegetransition.org).
2. **Establish a strong partnership with local colleges, adult education programs and high school counselors** to discuss how your program can positively benefit students. Find out **who** to contact then set-up meetings and appointments and make sure that you are **prepared and professional** with enough information to promote your program. **Navigator business cards** are an excellent resource to use. These partnerships will help you recruit and reach students who you may not have an opportunity to see otherwise.
3. **Be visible and accessible. Visit local GED programs** and talk with students, meet with instructors, and administration to help promote the program. Walk through **local high schools** to meet with counselors and teachers. Introduce yourself to **college staff** and those in student services, financial aid, advising and counseling, admissions and enrollment, and the bookstore to let them know who you are and about your program. They can become great **resources** and your “best friends” as you move students through the program into college.
4. **Communication is KEY! Gather eligible student information** and prepare to contact them either by mail or phone. Develop a great **brochure** or **letter** to send to students and then follow-up with a **phone call** to personally speak with students. Learn how to **text** to communicate with students – it’s faster and works well! Set aside time on a **regular basis** to communicate with students. Most need more than one contact.
5. **Meet with students** in a variety of ways. Set-up program **orientations in small or large groups**, or better yet, meet with students **individually for best results**. Again, come prepared to show students program information, brochures, and PowerPoint presentations to meet various student learning styles.
6. **Opening day** - Be prepared to recruit up to the last minute! Many students will not commit to enrollment until the last week or day. Don’t get discouraged. Recruitment can be frustrating because what works well for one student may not work for another, but **it’s worth it!**

Challenges:

*Students tend to procrastinate and some have little follow-through. Don’t be surprised if they don’t always keep appointments or meetings.

*College staff and community members may not welcome another program with open-arms. It takes time and persistence to create some partnerships. Don’t be discouraged if not everyone is a supporter at first.

*Locating resources and key people to help you can be challenging, especially if you are new to the area. Find someone you can rely on to help pave the way for you.

*If you are a new face to students, it may take some time and several conversations before a relationship can be built. Plan to invest some time in building student-navigator partnerships.

Final Outcomes and Successes:

***Student success and enrollment in college! Many students state that they would never have considered college without the benefit of the Colorado SUN program and staff.** Plan to follow-up for at least the first year to let students know that they still count on you!



Frequently Asked Questions

College Connection Intensive Transition Program

Community College of Denver

Q: What is the College Connection Summer Program (CCSP)?

A: CCSP is an 8-week intensive summer program that helps GED graduates improve their skills in reading, writing and math. When they complete the 8-week program, they are better prepared to retake the ACCUPLACER placement tests and have a better chance of placing into higher level developmental courses or even skipping those courses and immediately registering into college-level courses, saving them time and money.

Q: How much will it cost me to be in the program?

A: Your out-of-pocket cost depends on whether or not you are eligible for the Colorado Opportunity Fund (COF).

- If you are COF eligible, the usual cost to a Colorado resident is \$169.75 for a 1-credit hour course. But because this program is grant-funded, you would only pay \$75, which includes textbooks (loaned to students). The grant will cover your balance of \$94.75.
- If you are not COF eligible, the usual non-resident fee is \$447.85. But because this program is grant-funded, you would only pay \$353.10, which includes textbooks (loaned to students). The grant will cover your balance of \$94.75.

Q: Am I COF eligible?

A: When you have your one-on-one meeting to discuss your interest and eligibility for the College Connection, Pam Herrlein (720-858-2802) or Rosalinda Martinez (303-352-3355) will be able to check your eligibility for COF.

Q: Where do I get a student ID?

A: You can get your student ID by taking your class schedule and a photo ID to room 269 in the Tivoli Student Union. You will get a sticker to put on your ID for free RTD bus/light rail pass and student discounts.

Q: Who do I contact for help during the 8-week program?

A: Your instructors, Navigator, and other program and college staff can assist you to find the information you need. In the AAA 101 course in particular, you will learn to become your own advocate and answer many of your own questions. For help with academic work or a specific class, be sure to talk to the course instructor. Explain what kind of help you need and keep an open mind. Be willing to approach your instructor for both specific academic help and to build a positive relationship.

Q: What college resources are available to me to help me succeed in college?

A: Your AAA 101 class will provide you with all the information you need to help you transition to college and become an independent college student.

Q: If I need help with some personal problems, such as child care or financial issues, who should I contact?

A: Your Navigator can provide you with professional references, if needed.

Q: Who do I contact if I need to miss classes?



A: Your instructors will provide you with phone numbers (voice messages only) and e-mail addresses that you can use to inform them of your absence. In case you need to speak to someone about an emergency / urgency, contact your Navigator at (phone number) or (alternative phone number).

Q: What advice do graduates of this program have for me so I too can be successful?

A: Students that have completed the College Connection Summer Program offer these thoughts to encourage you on your educational path to success:

- ***DO IT, DON'T THINK ABOUT IT, JUST DO IT. If you are serious about going to college, this is an extremely helpful 1st step. I don't regret at all taking this and neither will you. (Arturo)***
- ***Make sure you understand what you are doing before moving on to the next steps. (Janet)***
- ***Be sure of what you want to do with your education, so you don't waste time and money. It is very important that you set and achieve your personal goals. (Raverro)***
- ***Get the most that you can out of the program. (Shantel)***
- ***Stick with the program because the benefits are well worth it. The class has definitely saved me time, not to mention money. (Travis)***
- ***Be on time and don't miss any classes. Be yourself and open to learning new styles and different techniques. You will only get out of this program what you put into it. Be open and have fun while gaining knowledge. (Jessica)***

FOOD FOR THOUGHT: “Winners don't quit; quitters don't win.”

Which one are you?



Enrollment Checklist

College Connection Intensive Transition Program Community College of Denver

Before the Initial Interview

- ___ Ask if student is under 18 or over 23.
- ___ If student has an S number, ask for it (Student is already in CCD/CCCS system).
- ___ Use S number to enter the system and check test scores, student status, and whether student has taken any classes besides GED prep course.
- ___ If student is under 23 years of age and not married, he/she must bring parents' Driver License numbers, date issued, car registration number, last two filing years for IRS, and know the last two years of employment in order to complete CCD enrollment.
- ___ Students 23 or older must provide this information for themselves.
- ___ If student has already applied for FAFSA in previous years, ask for PIN or advise that student gets one at www.pin.ed.gov.
- ___ Describe College Connection and the SUN Initiative in general and make sure that student can attend the scheduled program times.
- ___ Arrange a 1:1 meeting appointment; encourage student to be ready to take the *Accuplacer* test on the same day (allow 2-3 hours for appointment, test, and ID).
- ___ Ask student to bring a copy of his/her GED test results to the meeting.

One-on-One Interview with Navigator

- ___ Allow about 1 to 2 hours for this initial meeting.
- ___ Review the College Connection outline and list of FAQs.
- ___ Complete student intake form for basic information.
- ___ Check if student has ever applied to a community college before (in system) by entering "S" number in Banner or by checking with the student's last name, first name, and SSN.
- ___ If student is in Banner check student status to make sure account is active.
- ___ If student has not applied for COF, do so now at www.ccd.edu (one-time app.).
- ___ Apply to CCD as first time student at www.ccd.edu (see materials needed above).
- ___ Register the student for AAA101 1CC (CRN 11423).
- ___ Authorize COF. (If applying for COF on the same day, will need to authorize a few days later—must authorize COF for each semester.)
- ___ Print a copy of student's summer schedule and explain it to student.
- ___ Student goes to Testing Center on second floor of South Classroom Building to take *Accuplacer*.
- ___ Student goes to Tivoli Center with class schedule and \$10 for ID and bus sticker.
- ___ Advise the student to get PIN ASAP for electronic FAFSA at www.pin.ed.gov.
- ___ Note: if student is under 23 years old, unmarried, and does not provide more than 50% of the support for children he/she has, student's parent must also apply for a PIN from FAFSA.
- ___ Arrange for a second meeting to complete FAFSA.
- ___ If student wants to begin FAFSA independently, go to www.fafsa.ed.gov for a worksheet and list of tools to help.
- ___ Ask student to sign the enrollment sign-in sheet (name, email, phone #, S number).
- ___ Explain that the College Connection orientation meeting is **mandatory**.



High School Graduate Application

College Connection Intensive Transition Program

Community College of Denver

Dates: June 1 to July 24, 2009

Weekly schedule: Monday to Friday, 8:30-12:30

Location: Community College of Denver, Auraria Campus
1111 W. Colfax Ave, Denver, South Classroom Building

Goals of College Connection:

- To provide intensive, accelerated training in developmental math, reading, writing and study skills
- To reduce time and money spent in developmental coursework
- To prepare students for a successful transition to a rigorous college life through tutoring, mentoring and case management
- To orient students to college programs and services and empower them to become independent learners
- To provide guidance in exploring careers
- To establish a community of learners and create a supportive social network

During this 8-week summer program, students will

- participate in interactive reading, writing, math, and study skills classes designed to increase college readiness,
- complete a 1-credit-hour college orientation and career exploration course,
- use a computer-based, self-study program to maximize placement scores on the Accuplacer test,
- receive guidance in financial aid application and fall semester class registration, and
- connect with a student support program for fall semester.

Cost: \$75.00 -- includes books, computer flash drives and partial tuition for a 1-credit college orientation course for students eligible for College Opportunity Fund (COF)

Eligibility requirement: GED or HS completion

Please fill out the attached application form and send to:

Rosalinda Martinez, Campus Box 600, PO Box 173363, Denver, CO 80217 *or*

drop off in person at: CCD Auraria Campus, South Classroom Bldg 312J.

Application Deadline: April 30, 2009

For additional information:

Rosalinda Martinez, SO 312J, 303-352-3355, rosalinda.martinez@ccd.edu



Section 6

Data Collection and Evaluation: Required SUN Reporting Forms



Data Collection and Evaluation

An objective and requirement of the Colorado SUN grant is the development of an external evaluation that assesses the impact of the educational strategies developed to improve the ability of *College Connection* students to transition to postsecondary education. Dr. Debra Bragg, the external Evaluator of the grant, will develop a written evaluation that

- documents the extent to which Colorado SUN strategies result in transition to postsecondary education among out-of-school youth and adults;
- assesses whether the Colorado SUN program strategies enhance learning for participating out-of-school youth and adults, demonstrate measurable college readiness, and determine the retention of program participants;
- qualitatively measures improvement in adult secondary education instruction in participating local programs;
- documents and facilitates the implementation of continuous process improvement of programs and practices; and
- compiles project findings for national audiences.

Each site is required to participate in the evaluation in the following ways:

- comply with data collection procedures, including human subjects consent, protocols, and procedures;
- collect and submit *College Connection* student data (treatment group) per the Colorado SUN database;
- submit control group data per the comparison database; and
- participate in Evaluator interviews, focus groups, assessment activities, and site visits

Student Consent Form:

A STUDENT CONSENT FORM (FOR DATA COLLECTION/SHARING) HAS BEEN APPROVED BY THE CCCS INSTITUTIONAL RESEARCH BOARD AND WILL BE PROVIDED TO EACH PARTICIPATING SITE. **IT IS IMPORTANT THAT AS MANY STUDENTS AS POSSIBLE SIGN THIS FORM, AS THE EVALUATOR IS UNABLE TO USE STUDENT DATA WITHOUT THIS CONSENT.**

(Note: personally identifiable data is not provided to the Evaluator; rather a random SUN identification number is assigned to each student (by the CCCS management staff), which becomes the tracking tool used by the Evaluator.

Data Collection:

As part of the data collection process, all sites are required to maintain *College Connection* and comparison student records in the Colorado SUN database as specified by the SUN management team and the Evaluator. Required data includes identification numbers, student demographics; testing information (dates, pre- and post-TABE scores, GED scores, pre- and post-ACCUPLACER); education goals; career goals; support services requested; barriers to success, and individual student notes.

Local sites are responsible for identifying and managing data collection staff. Compensation for data entry is supported by the grant.

Each participating site will have its own data file on a secure server on the CCCS IT system (for security purposes). Sites will input student data and submit it to the Project Manager to compile into the comprehensive SUN database. **STUDENT DATA MAY NOT BE TRANSFERRED VIA EMAIL. IT MUST REMAIN ON THE SECURE SERVER AND MAY NOT BE PLACED ON ANY INDIVIDUAL'S PC, LAPTOP COMPUTER, OR OTHER PORTABLE DEVICE.**



Forms:

Forms used for data collection are on the following pages. They include:

- **Informed Consent**
- **Student Intake Form**
- **Student Background Form**
- **Navigator Monthly Report**

The Informed Consent and Navigator Monthly Report should be submitted to the Colorado SUN Project Manager. Student Intake and Background Forms are aligned with the SUN database for data entry. They may remain with the local project.

Data Dictionary:

A SUN data dictionary will be provided to each *College Connection* site. The data dictionary identifies the fields that local sites are responsible for along with field descriptors, data options, and notes. The local staff member responsible for entering student data should refer to the data dictionary to ensure appropriate and accurate data is entered as required for the grant.

Evaluator Site Visits:

The Evaluator will visit all local sites at least once, and staff participation in interviews, focus groups, and assessment activities are required during the visit. Site visits are coordinated between the local Site Director and the Evaluator. A site visit planning worksheet will be provided to help organize the visit with the Evaluator.



Colorado Community College System Foundation
Colorado Department of Education

Ready for College – Colorado Success UNlimited Project

Informed Consent

Dear Student,

As a student of the College Connection program, you are invited to participate in a research project that is being conducted by the Colorado Community College System and the Colorado Department of Education. The project is funded by the U.S. Department of Education’s Office of Vocational and Adult Education. The purpose is to study strategies for assisting GED students transitioning to college.

The research project begins this summer with the College Connection program and concludes September 27, 2010. By participating you will help us to gain a greater understanding of how to serve GED students who want to go to college. There is no risk to you. Your participation is voluntary, and you may withdraw at any time without negative consequences.

Your participation in the research will entail responding to questions through surveys and utilizing your student records from the Colorado Department of Education in a database maintained on a secure server at the Colorado Community College System. All student information obtained from this research study will be kept confidential. Any information released to the general public (for example, statistical tables) will be designed so that it is not possible to identify specific individuals. The data will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose.

I understand that the purpose of the release of my personally identifiable information is to assist in obtaining and reporting information regarding the transition of students from GED completion to community college.

I understand that the Colorado Department of Education will share my information with the Colorado Community College System.

I understand that the report will contain information and statistics about the post-secondary education of students in Colorado, and that no specific or personal information about me will appear in any report.

I am 18 years of age or older and I agree to participate in the study.

Name (print)

Date

Signature

This disclosure statement fulfills the requirement of 34 CFR 99.32(a)(6) pursuant to the Family Educational Rights and Privacy Act of 2974 [20 United States Code 1232g]. For questions or concerns regarding this study, please contact Kendra Rodriguez, Colorado Success UNlimited Project Manager, 720-858-2787, or the Colorado Community College System Institutional Review Board, Office of the Provost, at 720-858-2759.



**Colorado Success UNlimited
College Connection Intensive Transition Program
Community College of Denver**

Student Intake Form

Date _____

Name: _____

First

MI

Last

Address: _____

City: _____ State: _____ Zip: _____

Email: _____

Phone (home): _____ OK to call? _____

Phone (cell): _____ OK to call? _____

Gender: Male _____ Female _____ Date of Birth: _____

Soc. Sec. No.: _____ - _____ - _____ Student ID#: S _____

GED Status: Completed _____ In Progress _____ N/A _____

Preparation Site: _____

Testing Center: _____

High School Diploma: _____ Yes _____ No

Year of Graduation: _____

Name of High School: _____

Marital Status: _____ Single _____ Married No. of Children: _____

Ages: _____

Race/Ethnicity:

_____ African Am./Black

_____ Hispanic

_____ White

_____ Asian

_____ Am. Indian/Alaskan Native

_____ Native Hawaiian/Pacific Islander

_____ Other _____

Native/Dominant Language: _____

Emergency Contact:

Full Name

Phone No.

Relationship



**Colorado Success UNlimited
College Connection Intensive Transition Program**

Student Background Information

Name: _____

Education

Highest year of high school completed _____ in _____ (year)

Have you ever applied to college? _____ Yes _____ No

If yes, what college/s have you applied to? _____

Do you have an education certificate? _____ Yes _____ No

If yes, in what field? _____

From what institution did you receive your certificate? _____

When did you receive your certificate: _____ Year

Have you ever applied for financial aid? _____ Yes _____ No

If yes, have you been awarded? _____ Yes _____ No

Have you applied for COF (College Opportunity Fund)? _____ Yes _____ No

Employment

Are you currently employed? _____ Yes _____ No

If yes, how long have you worked at this job? _____

Type of work: ___ Construction ___ Hospitality ___ Other _____
 ___ Food Service ___ Retail

If no, are you looking for a job? _____ Yes _____ No

Are you involved in any of the following Public Assistance Programs?

___ None ___ TANF ___ Medicaid
___ Social Security ___ Unemployment ___ Food stamps
___ Other

Medical

Do you have a known physical disability? _____ Yes _____ No

Do you have a known learning disability? _____ Yes _____ No

(over)



Goals

What are your career goals?

1st choice _____ 2nd _____ Uncertain _____

What are your educational goals?

_____ Certificate _____ Bachelors Degree _____ Other
_____ Associates Degree _____ Masters Degree _____ Uncertain

Support Services

While you attend the College Connection Program and transition into community college, an advisor or “Navigator” is available to support you on a one-on-one, confidential basis.

If you would like assistance, please check any of the areas of support below that you would like help with. If a support area is not listed, please check “other” and fill in the type of assistance that would be helpful to you.

_____ Childcare _____ Learning Disability _____ Tutoring/Mentoring
_____ Transportation _____ Physical Disability _____ Other _____
_____ Financial Aid _____ Other Medical _____ Other _____
_____ Employment _____ Career Counseling _____ Other _____
_____ Housing _____ Personal Counseling _____ Other _____

How did you hear about the College Connection Program?

Why did you decide to join this program?

What do you hope to gain from this program?

Thank you for providing information about yourself.

We hope you enjoy the College Connection program!



Colorado SUN Monthly Navigator Report

Navigator Name:		ASE Site:	
Local Community College:		Reporting Month:	
Student Outreach: Recruiting, Motivation, Enrollment in Intensive			
Action	Progress/Outcomes	Challenges	Success Strategies
Community Services Research: Childcare, Transportation, Disabilities/Medical, Academic Support, Housing, Employment, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Advising: Community Service Connections, Academic Support, Community College Services/Processes, Career Awareness/Planning Tools, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Community College Enrollment Process: Course Scheduling, FA, Tuition, Books, Academic Support/Advising, Disability Support, other			
Action	Progress/Outcomes	Challenges	Success Strategies
College Persistence: Motivation, Identification of Challenges, Support Services, other			
Action	Progress/Outcomes	Challenges	Success Strategies
Research/Resources: Local, State, National (for dissemination to other SUN sites)			
Source:		Description:	



Section 7

Useful College Connection Forms



Student Participation Agreement

College Connection Intensive Transition Program Community College of Denver

I, (*print your name*) _____ agree to participate in the College Connection program, an 8 week (18 hours/week) program designed to help me increase my skills in reading, English and math.

Resources this program will provide me include:

- Instruction in reading, English and math to help me improve my skills
- The use of class textbooks during the summer session
- Assistance from college staff to seek financial aid, complete college registration and academic planning, and to take advantage of other college services
- Access to an online tutorial program that will assist me in raising my Accuplacer scores
- Assistance from college staff to identify career options and complete career assessments, prepare my resume, and explore job shadowing and job placement
- Assistance to support and encourage my transition to college and help me understand how to make the most of the opportunity

I, in order to benefit from the above resources, accept the following responsibilities:

- Attend and participate in classes/ review sessions as scheduled
- Return the textbooks loaned to me during the program. I understand that my student account will be “frozen” unless I return the books in good order and on time
- Communicate regularly with program staff about questions I have or issues that are affecting or can affect my academic progress. Regular communication includes:
 - Prompt replies to e-mails and phone calls
 - Providing updated contact information (e.g. phone numbers, address change)

I also understand that my participation in the intensive program does not guarantee that I will skip any of the developmental classes recommended by the Accuplacer pre-test results. My progress will depend on the effort that I will put forth during these 8 weeks. My goal, however, is to participate to the best of my ability in order to increase my scores on the Accuplacer post-test that I will take at the end of the 8 week program and to enroll in college.

I agree to comply with the terms of this agreement in order to fully benefit from the support and assistance that the College Connection Program offers me.

Student Signature/Date

Navigator Signature/Date



Student Testing Results

To be completed by Program Staff

College Connection Intensive Transition Program

Student Name _____ Banner# _____

GED

Preparation Site	
Testing Site	
Program Completion Date	
Reading Score	
Writing Score	
Math Score	
Social Studies Score	
Science Score	
Total Score	

College Connection PRE-TESTS	College Connection POST-TESTS
TABE – Reading	TABE – Reading
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
TABE - Math	TABE – Math
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
Accuplacer	Accuplacer
Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:	Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:



Exit Checklist

College Connection Intensive Transition Program Community College of Denver

Student Name _____ **Banner #** _____

Action	Status	Still to do/Date for completion
Returned reading textbook		
Returned other books or materials loaned to me		
Completed all sections of Accuplacer re-test		
Completed reading TABE		
Completed math TABE		
Completed FAFSA application		
Completed FAFSA verification, if required		
Completed scholarship essay and application		
Visited Financial Aid office to make payment arrangements until FAFSA completed/awarded		
Completed application for special programs, e.g. TRIO Scholars, DTI		
Provided GED scores		
Completed resume and provided to Rosalinda		
Selected school site for fall term		
Determined number of credit hours for fall term		
Made an appointment with CCD program advisor		
Completed appointment with CCD program advisor		
Requested advisor contact/info about other school of choice		
Created tentative course registration schedule based on Accuplacer scores		
Identified additional courses for fall term		
Registered for fall term		
Reviewed student email for remaining messages		



Section 8

College Connection Student Orientation Resources



Student Orientation Packet Checklist
College Connection Intensive Transition Program
Community College of Denver

- _____ College logo pocket folder
- _____ Student Intake Form (if not completed during 1:1 meeting)
- _____ Student Background Information Form
- _____ Participation Agreement
- _____ IRB Approved Consent Form
- _____ Important Contacts – College Connection staff and selected numbers of campus resources
- _____ FAQ's
- _____ List of enrolled students (students can share phone numbers or email addresses as they become comfortable with establishing a communication/support web
- _____ Transportation and parking options
- _____ Course schedule
- _____ Accuplacer/Dev Ed matrix
- _____ Campus map
- _____ College Planner
- _____ College Code of Conduct
- _____ Financial Aid Guide
- _____ Tote Bag, pen, notepad, other
- _____ SCFD Free Day Schedule
- _____ Other
- _____ Other



SAMPLE

College Connection Orientation Agenda
Friday, August 21, 2009
The Durango Adult Education Center

- 9:00-9:15 **Paulette, Stephanie, Nan, and Tim:** Introductions
Location - Sue's room
- 9:15-9:30 **Tim:** Icebreaker: Group Juggle name game activity w/tennis balls
Location - Sue's room
- 9:30-9:35 **Tim:** "Now that you know each others' names, WITHOUT TALKING arrange yourselves in alphabetical order by first name."
Location - Sue's room
- 9:35-10:15 **Tim:** Big Learning Experience
Location - Sue's room
- Match up with partner (draw slips of paper)
 - Identify a Big Learning Experience in your life (Childbirth? Travel? Other?)
 - In which 'zone' did you learn best? (comfort; challenge/risk; panic) refer to flipchart
 - Informal assessment (respond to the following words by standing *here* for 'comfort'; *here* for challenge/risk; and *here* for panic)
 - Research shows that we learn best when we're in the Challenge/Risk zone... but you can't go directly from "Panic" to "Challenge/Risk"; you have to move from "Panic" to "Comfort", and THEN to "Challenge/Risk". Your job is to let your teachers know, and let me know, where you are on any given day. If you're feeling like you're in the Panic Zone, you've got to tell us so we can help you move through the Comfort Zone and into Challenge/Risk.
- 10:15-10:30 **Break - Location - Commons restrooms**
- 10:30-11:00 **Tim:** Team Building activity: Helium Hoop
Location - Sue's room
- What was the initial reaction of the group?
 - How well did the group cope with the challenge?
 - What skills did it take to be successful as a group?
 - What creative solutions were suggested, and how were they received?
 - What would an outside observer have seen as the strengths and weaknesses of the group?
 - What did each group member learn about her/himself as an individual?
 - What other situations (home, school, work) are like the helium stick?
- 11:00-12:00 **Stephanie and Nan:** Review the Vocabulary of College; Review syllabus; students enter important dates into personal planners <Tim has them>
Location - Sue's room
- 12:00-12:30 **Lunch:** Catered: Zia Taqueria (\$150 + tip; we pick up and we return equipment)
Location - Sue's room or Multipurpose Room
- 12:30-1:30 **Q&A with past graduates**



SAMPLE

Student Orientation

COLLEGE CONNECTION SUMMER 2008
Community College of Denver

May 30, 2008
9:00 – 12:00
Classroom: So 118

Agenda

- 9:00 – 09:15** Welcome new College Connection students
- 9:15 – 09:30** Warm-up activity #1
- 9:30 – 10:00** Complete intake and participation forms
- 10:00 – 10:15** Warm-up activity #2
- 10:15 – 10:45** Introduction of faculty (math; reading/writing; AAA 101)
- 10:45 – 11:00** Q & A with 2007 College Connection graduates; Student Ambassadors
- 11:00 - 11:10** Review results of Accuplacer
- 11:10 – 11:40** Campus Tour: South Classroom, Library, & Tivoli
Complete campus map and floor plan worksheet
- 11:40 – 12:00** Lunch

NOTE:

Students who still need an ID or Accuplacer test can complete these tasks today.



Section 9

Financial Aid Support Information



Basic Financial Aid Resources

Free Application for Federal Student Aid (FAFSA)

- To apply for Pell Grant, Work Study, State Grants, or federal subsidized and unsubsidized loans: www.fafsa.ed.gov
- To obtain PIN for FAFSA: www.pin.ed.gov.
- See following pages for FAFSA application tips.

Colorado Student Stipend – College Opportunity Fund (COF)

- <https://cof.college-assist.org/COFApp/COFApp/Default.aspx>

Scholarships

- www.fastweb.com
- www.finaid.org
- www.studentaid.ed.gov/students/publications/student_guide/index.html
- www.collegeincolorado.org
- Local college financial aid office
- Local college foundation
- Local service clubs – Rotary, Lions, other non-profits, etc.

Student Loans

- Local college financial aid office
- Credit Union of Colorado
- Student personal bank

CONTACT FINANCIAL AID DIRECTOR FOR ADDITIONAL INFORMATION



Tips for Applying for Financial Aid

From Frontrange Community College Financial Aid Website

If you are interested in financial aid assistance, the first step is to complete a Free Application for Federal Student Aid (FAFSA). You must complete a FAFSA each year that you will be attending school. Listed below are some helpful tips and steps you will need to take in order to apply for financial aid.

Try to have your FAFSA completed by our priority consideration dates which vary based on your intended period of enrollment. These dates are set because we want students to apply early so our office has sufficient time to process everyone's application prior to the start of classes. We receive many thousands of applications and must review each one for correctness and accuracy. The earlier you apply, the better off you will be.

Priority Consideration Dates:

Fall/Spring	Submit Application By March 1
Spring/Summer	Submit Application by November 1

Deadlines for Applying:

For the 2008-2009 academic year: June 30, 2009

For the 2009-2010 academic year: June 30, 2010

What you need before you start:

Get a Federal PIN

The PIN (Personal Identification Number) serves as the electronic signature for your FAFSA. Both the student and at least one parent (if a dependent student) will need a PIN to sign the FAFSA. Your PIN can also be used to:

- Check the FAFSA web site to view your status.
- Verify and correct FAFSA data.
- Log into other Department of Education web sites to view information about your financial aid history.
- Electronically sign a Direct Stafford Loan Master Promissory Note (MPN)

Get your PIN now at the PIN Web Site: <http://www.pin.ed.gov/PINWebApp/pinindex.jsp>.

Collect the information you will need to complete the FAFSA

The FAFSA may look complicated, but with some preparation you will be able to breeze through the application. You can go straight to the online form or you can obtain a FAFSA worksheet and pre-fill the form then go online and fill in the blanks. Here is the information you will need:

- Student drivers' license
- Student alien registration card (if the student is a permanent resident)
- Social security cards
- W-2s and Tax returns for the previous tax year
- Records of untaxed income
- Bank statements and any statements on your investments
- Your college's Federal School Code (get from the Financial Aid office at the school)
- Your Federal PIN

Dependent students will need the above information for both the parent and student

Independent students will only need the above information for themselves.



General Tips: Filling out the FAFSA

- If an answer to a question is zero, enter 0. Don't leave the question blank. Most questions on the FAFSA will tell you when the answers can be pulled directly from your tax return
- Report names exactly as they appear on the Social Security Cards.
- Double check your Social Security Number when entering it (both your name and your SS# will be compared through a database match).
- You will be asked about your enrollment plans (fulltime, part-time, etc.), if you are unsure report "Fulltime".
- If a question does not apply, answer with the appropriate response or enter 0 if it is asking for a dollar figure. Don't leave the question blank.
- Enter a valid email address for both you and your parents (if applicable).
- If you or your parents have not filed taxes yet, it is allowable to enter estimated information. When asked about your filing status, enter: "Will File".
- You can file your FAFSA even if you haven't completed the admissions process.
- Keep a copy of **all** the correspondence you receive from the Dept of Ed and from your college.

Filing your application:

Step 1:

- Collect the documentation you need then complete your FAFSA through the Department of Education's FAFSA Website: www.fafsa.ed.gov.
- Highly recommended to apply as early in the year as possible
- Use your college's school code. This is how the Dept. of Ed knows where to send your information.

Step 2:

- If you are a Colorado Resident, be sure that you have registered with the College Opportunity Fund: <https://cof.college-assist.org/COFApp/COFApp/Default.aspx>.

Step 3:

- Within 2-4 weeks after you have submitted your FAFSA, you will receive a Student Aid Report (SAR). This is a summary of your FAFSA. Review your SAR and make sure that the information on this form is correct and accurate.
- If you need to make corrections you can go back online to the FAFSA website and log in with your PIN and make those corrections.
- Keep a copy of your SAR.

Step 4:

Front Range Community College will receive your FAFSA and will determine if you have been selected for **VERIFICATION (see next page)**.

- Verification is a process by which the accuracy of the information submitted on your FAFSA is checked. Every year approximately 30% of our applicants are selected by the Department of Education for verification.
- If selected, our office will inform you on what information that we need from you to complete the review of your application. This is generally sent to you in letter format in the mail. You may also review the requested information online through your student account.
- Documentation needed is generally a verification worksheet and copies of Federal Tax Returns for the individuals included on the FAFSA.



What is Verification?

Verification is a federal requirement; it is the responsibility of the school to complete the verification process for each student that is selected. In order to expedite the process students should apply early, respond to documentation requests made by the school and be sure that the documentation that is being submitted is complete, legible and signed.

- Applying late, submitting unsigned tax returns or illegible documents are some of the reasons why a student's financial aid application can be delayed.

Step 5:

- Once a review of your application is completed and all eligibility requirements have been met, you will receive an award notification that will list the financial aid you may be eligible to receive while attending FRCC. You can also view this on your on your student account.
- Your award notification will include any additional instructions with regard to your award.
- Any changes made to your award will initiate an additional award letter that will be mailed to you

Step 6:

- Additional resources: Be sure to visit the Financial Aid office at your college to get information about scholarships and additional resources for going to school.

Types of Financial Aid

To be eligible to receive any type of Federal Student Financial Aid the student must:

- Be a U.S. citizen, U.S. Permanent Resident, or other eligible non-citizen
- Register with the Selective Service Administration (unless exempt). Students are exempt if they are female, under 18, born before 1960, on active duty in the U.S. Armed Forces, citizens of the Federated State of Micronesia or The Marshall Islands, or permanent residents of the Trust Territory of the Pacific Islands (Palau)
- Enroll at a college or university that participates in the Federal Student Financial Aid Programs. These programs include the Federal Pell Grants (Pell Grants), Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, and Federal Work Study (FWS)
- Be working toward a degree or certificate
- Be in compliance with the Satisfactory Academic Progress policy
- Not owe a refund on any federal grant, must not have borrowed federal student loans in excess of annual or aggregate loan limits, and must not be in default on any federal student loan unless satisfactory payment arrangements have been made

Students may be eligible for the following types of financial aid by applying through the FAFSA.

Grants:

Federal Pell Grant

This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. Students must be attending courses they are enrolled in. Front Range Community College awards students their full time eligibility when making awards. The amount that is disbursed is prorated based on the number of credits a student is enrolled in.

Colorado Student Grant

This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula and who are Colorado state residents. These limited funds are awarded on a first-come, first-served basis. Student must be enrolled in 6 or more credits in order to be awarded this grant.



Supplemental Educational Opportunity Grant

This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. These limited funds are awarded on a first-come, first-served basis. Students must be enrolled in 6 or more credit hours to be awarded this grant.

Colorado Leveraging Educational Assistance Partnership (CLEAP) Grant

This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. These limited funds are awarded on a first-come, first-served basis and are awarded to students who are enrolled in at least 6 credit hours.

Loans:

Stafford loans are forms of financial aid that must be repaid either after the student has graduated or stopped attending classes as a half time student (6 credits). There are two kinds of Stafford loans: subsidized and unsubsidized. Information on the difference between the two can be found below. First time borrowers at Front Range Community College must complete an online entrance interview. Stafford loans have 6 month deferment period which begins once a student ceases continual enrollment in 6 or more credits (not including summer terms). During this time payments on the loan principle are not required and for subsidized Stafford loans interest will not accrue. During the deferment period your lender will contact you with regard to repayment options. For this reason it will be important for you to keep your contact information current with the lender. These loans are a serious obligation so please think about the amount you'll have to repay over the years before you take out a loan.

Federal Subsidized Stafford Loans

Federal Stafford Loans are low-interest funds that must be repaid. These loans are interest-free while you are enrolled in school at least half-time in a degree seeking program (undergraduate or graduate). At Front Range Community College we participate in the William D. Ford Direct Stafford Loan Program, which means all funds are borrowed directly from the government. Stafford loan funds can be used for education-related expenses such as tuition, fees, books, living costs, transportation, childcare, etc. Payments on these loans are deferred for 6 months after the student graduates, leaves school, or becomes enrolled in less than 6 credits in a given semester. The Maximum Repayment Period is 10 years. These fees will not exceed 2% of the amount borrowed and they will be deducted from each semester's disbursement.

Additional Eligibility Requirements:

Meet eligibility requirements stated above and:

- The student must enroll for at least 6 credits for each semester in which the loan will be received.
- Demonstrate financial need

Federal Unsubsidized Stafford Loans

Different from Subsidized Stafford loans in that these loans accrue interest while the student is enrolled in school and during the repayment period. Federal Stafford Loans are low-interest funds that must be repaid at a future date. At Front Range Community College we participate in the William D. Ford Direct Stafford Loan Program, which means all funds are borrowed directly from the government. Stafford loan funds can be used for education-related expenses such as tuition, fees, books, living costs, transportation, childcare, etc. Payments on these loans are deferred for 6 months after the student graduates, leaves school, or becomes enrolled in less than 6 credits in a given semester. The Maximum Repayment Period is 10 years. These fees will not exceed 4% of the amount borrowed and they will be deducted from each semester's disbursement.



Additional Eligibility Requirements:

Meet eligibility requirements stated above and:

- The student must enroll for at least 6 credits for each semester in which the loan will be received.
- Submit a FAFSA

Federal Parent PLUS Loan

The Federal PLUS loan can be borrowed by parents of dependent undergraduate students to help pay for the student's education. PLUS loans are processed for one academic year at a time. PLUS loan applications must be processed through a lender who will approve or deny the application based on a review of the parent borrower's credit history. PLUS loans are typically less expensive than private student loans because PLUS loan borrowing terms are regulated by the U.S. Department of Education. If a PLUS loan application is denied, the student usually becomes eligible to borrow up to \$4,000 in additional Unsubsidized Stafford Loan. This additional Stafford loan cannot exceed the student's Cost of Attendance minus all other aid (including other loans). Unsubsidized Stafford Loans are not interest free while the student is in school.

Additional Eligibility Requirements:

Meet eligibility requirements stated above and:

- The student must enroll for at least 6 credits for each semester in which the PLUS loan will be received.
- PLUS loans are only available to parents, step-parents, and legal guardians of dependent students.

Work Study:

Federal Work Study (FWS)

FWS is a need-based program of financial aid and is administered through the Office of Financial Aid. Through the FWS program, students who demonstrate financial need may work to earn an FWS award intended to assist them in defraying educational and living expenses while attending an institution of higher education. Students must be enrolled in at least 6 credit hours in order to maintain their eligibility for this program. (FWS) is a program through which the federal government subsidizes earnings for hours worked in special student employment positions. Federal Work-Study earnings also carry the benefit of being excluded in future year need calculations on the FAFSA.

Colorado Work Study (CWS)

CWS may be awarded to students who have indicated an interest in student employment. These are limited funds which are awarded to residents of Colorado. Students must be enrolled in at least 6 credit hours to be eligible.

For both work study programs students:

- Cannot begin work until all personnel paperwork has been completed
- Cannot work more than 20 hours a week while classes are in session during the fall and spring semesters
- Can work up to 25 hours a week during breaks in classes (such as spring break or between semesters)
- Must remain enrolled in 6 credits during the time that they are employed through the work-study program
- Must submit accurate timesheets on a regular and timely basis
- Must be converted to student hourly employees once a student's work study allotted award is expended, unless additional work study funds are awarded.



Scholarships

Scholarship information can be found in many places. Students searching for money to attend school often times make easy targets for scammers. Please visit the Federal Trade Commission's web site (<http://www.ftc.gov/scholarshipscams>) on common scholarship scams. While there are legitimate fee based scholarship search engines, any information they contain will be available for free elsewhere. The Financial Aid Office recommends avoiding fee based services. Check for scholarships that are specific to your college. In addition, scholarship searches can be done through the following websites:

Fastweb.com

A free search engine; students create a login and a profile to search for scholarship applications. We recommend that you review any 3rd party privacy policy prior to giving personally identifiable information.

Scholarships.com

Scholarships.com provides a free scholarship search engine. We recommend that you review any 3rd party privacy policy prior to giving personally identifiable information.

Finaid.org

Finaid.org is an online resource for students to learn about scholarship opportunities and tips for searching for scholarships online.

Google.com

Students can utilize regular search engines to find scholarships by entering common terms they'd expect to see on an application specific to their area of study (Colorado Nursing Scholarship, etc.).



Foster Youth Tips for Completing the FAFSA

Questions on the 2009-10 FAFSA which may cause difficulty for wards of the court or foster youth are listed below. Question **numbers** refer to the paper FAFSA. **Steps** refer to the FAFSA itself.

Question #47 – FAFSA Step 2

Welfare benefits, TANF

Q: My foster parents get Temporary Assistance for Needy Families (TANF) or welfare benefits for me because I am a ward of the court. Is this my income?

A: No. These benefits are income for the person receiving them. Do not include as part of your income any TANF or welfare benefits received by another person even if they are designated for your support or care.

Question #47 – FAFSA Step 2

Welfare benefits, TANF

Q: My grandmother (aunt, etc.) gets TANF or welfare benefits for me because I am a ward of the court. Is this my income?

A: No. These benefits are income for the person receiving them. Do not include as part of your income any TANF or welfare benefits received by another person even if they are designated for your support or care.

Question #47 – FAFSA Step 2

Free child care

Q: I am a single mom with one child and will get free day care for my child (from a grandmother, aunt, or free day care center) while I go to college. Does this “free” income have to be reported on the FAFSA?

A: No, this service is not income and the information is not collected on the FAFSA. However, note that you need to let your school know that you are receiving free dependent care; an allowance for dependent care may not be added to your cost of attendance.

Question #53 – FAFSA Step 3

"Do you have children who receive more than half of their support from you?"

Q: I have a child who will be living with me and my income will be from TANF. Do I answer “yes” to Question #53?

Are TANF or welfare benefits considered to be like earned income?

A: You would answer yes to this question as long as you provide more than half of the child’s support. Note: TANF or welfare benefits that are paid to you are considered untaxed income and would be listed in Question 47i.

Question #55 – FAFSA Step 3

“At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court? “

Q: I am a ward of the court but graduated from high school and then went to live with my mother for two months. Did I lose my independent status?

A: A student is considered to be independent if he or she is a ward of the court, or was a ward of the court when they were age 13 or older. If your ward of the court status changed before you reached age 13, you may be considered dependent on your parent. In that case, you should talk about your situation with the financial aid administrator at your college.



Section 10

Assessment Resources and Documents



Assessment Resources

Colorado Success UNlimited Web Site

<http://www.cccs.edu/Foundation/SUN/Assessment.html>

- Accuplacer Competencies
- College Board Accuplacer Sample Questions
- Arithmetic Practice Tests – Community College of Denver, Oklahoma State University
- Algebra Practice Tests - Community College of Denver, Oklahoma State University
- Sentence Skills Practice Tests - Community College of Denver, Oklahoma State University
- Reading Skills - Community College of Denver, Oklahoma State University

The College Board – Accuplacer Home Web Page

<http://professionals.collegeboard.com/higher-ed/placement/accuplacer>

The College Board – SAT Exam Home Web Page

http://www.collegeboard.com/student/testing/sat/about.html?s_kwcid=TC-3529-2872298952-b-305895715

The College Board – SAT Test Preparation Web Page

http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html



SAMPLE



CCD AURARIA TESTING CENTER

SOUTH CLASSROOM, ROOM 223

PH: 303-556-3810, FAX: 303-556-8027

www.ccd.edu/test_cntr

CCD Testing Ticket

College Connection 2008 Students Only

Dear student, thank you for being a part of the College Connection program. This ticket allows you to **re-take** the Accuplacer test **at no charge**. Please fill out this form with the assistance of your instructor and present it to the Testing Center when you are ready to test. Good luck!

CCD Student ID Number: _____

This testing ticket allows _____ to complete the following Accuplacer post test(s):

Required Accuplacer tests: English _____ Reading _____ Math _____

Instructor Signature: _____

To be completed by Testing Center staff

Pre-test scores: AR _____ EA _____ CLM _____ SS _____ REA _____ Date tested _____

Post test scores: AR _____ EA _____ CLM _____ SS _____ REA _____ Date tested _____

BRING THIS PAPER WITH YOU WHEN YOU COME TO TEST

TO IDENTIFY YOURSELF AS A COLLEGE CONNECTION STUDENT

SPECIAL NOTES FOR TESTING:

- **Bring Picture I.D.** – you will not be permitted to test without proper identification.
- Please adhere to our hours and allow sufficient time to take your test.
Summer hours at the Testing Center, Room 223, South Classroom building are:

Monday and Thursday	8:30 a.m. to 3:00 p.m.
Tuesday and Wednesday	8:30 a.m. to 6:00 p.m.
Friday	8:30 a.m. to 12:00 p.m. (noon)
- **Testing is done on a walk-in, first-come, first-serve basis between the hours mentioned above.** Although we expect to be able to accommodate you at any time, it is possible you could have a short wait if space is unavailable.
- No food or drink is allowed in the Testing Center. All cell-phones and beepers must be turned off upon entering the Center.
- Under no circumstances can children younger than 12 years of age be allowed in the Testing Center or left unattended in the hallway.



Student Testing Results

To be completed by Program Staff

College Connection Intensive Transition Program

Student Name _____ Banner# _____

GED

Preparation Site	
Testing Site	
Program Completion Date	
Reading Score	
Writing Score	
Math Score	
Social Studies Score	
Science Score	
Total Score	

College Connection PRE-TESTS	College Connection POST-TESTS
TABE – Reading	TABE – Reading
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
TABE - Math	TABE – Math
Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:	Testing Date: Version: Form: Level: Scaled Score: Grade Equivalency: Notes:
Accuplacer	Accuplacer
Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:	Testing Date: Reading score: Sentence Skills score: Arithmetic score: Elem Algebra score: Notes:



Section 11

Career Exploration Resources



Career Assessment and Exploration Resources

Career Assessments based on the Interest Profiler

College in Colorado

https://secure.collegeincolorado.org/Career_Planning/Learn_About_Yourself/Interest_Profiler/Interest_Profiler.aspx

A free career assessment – helps inventory levels of interest in different career clusters
Assessment results connect to information and videos on career and academic programs that may fit level of interest

O*Net Resource Center

<http://www.onetcenter.org/IP.html>

A self-assessment career exploration tool - helps clients discover work activities and occupations that they would like and find exciting and identify, learn about and explore broad but relevant interest and work areas

Career Exploration and Career Information

Bureau of Labor Statistics – Occupational Outlook Handbook

<http://www.bls.gov/OCO/>

Provides accurate and current information about hundreds of specific jobs, included educational level, skills, work environments, salary, and labor market trends - a MUST for career exploration!

O*net Online

<http://online.onetcenter.org/>

Helps connect interests, skills, and abilities to careers that have the same attributes; includes salary and labor market information, which can be narrowed down by state and metropolitan area. Another MUST!

Bureau of Labor Statistics – Career Guide to Industries

<http://stats.bls.gov/oco/cg/home.htm>

Guides to inform about general industries (EX: healthcare, manufacturing, education), specific jobs within the industry, training and educational levels, job prospects, and working conditions - a great place to learn about other jobs that might be related to a current career choice

Career One Stop

<http://www.acinet.org/>

Great information on job search strategies and career tools for specific industries, neat videos on different careers, and postings for jobs working for the Federal Government



Colorado Community College System Career and Technical Education Resources

Colorado Career and Technical Education Plan

<http://www.coloradostateplan.com/index.htm>

Colorado Career Cluster Model

<http://www.coloradostateplan.com/clusters/careerclustermodel.pdf>

Career Clusters and Plans of Study

http://www.coloradostateplan.com/default_cluster.htm

Colorado Advanced Credit Pathways

<http://www.coloradostateplan.com/acp.htm>



AAA 101 Syllabus

Community College of Denver - Fall 2008 College 101: The Student Experience

Course information

Course Prefix, Number and Section: AAA 101 02A
Classroom Location: SO 102
Day: Tuesday, 1:00 pm – 2:15 pm
Start Date: Tuesday, August 12, 2008
Census Date: September 2, 2008
Withdrawal Date: October 16, 2008
End Date: Tuesday, November 04, 2008
Career Majors Fair: Thursday, October 30, 2008 Tivoli 320 ABC
CCD Advising Day for Spring 2009: November 12, 2008

Instructor information

Instructor Name: Rosalinda Martinez
Telephone: 303-352-3355; Email: rosalinda.martinez@CCD.edu
Office Location: South Classroom 312J
Office Hours: Tuesday, 2:30 pm -3:30 pm

Required Course Materials

Community College of Denver Student Handbook (provided by Student Life)

Course Description

This course is an orientation course to welcome you to college.
This course will provide an awareness of campus resources and procedures, set academic and career goals, balance lifestyle/ wellness issues with academic commitments, and develop an appreciation for diversity and community involvement.

Course Objectives

- A. Become active participants in the college community and transition successfully into college.
- B. Learn educational etiquette and utilize strategies to improve academic success.
- C. Locate learner support programs and identify the services offered and how to access them.
- D. Understand and follow college policies and procedures outlined in college catalog, course schedule, and student code of conduct.
- E. Identify degree and certificate programs, select appropriate course offerings and times, determine prerequisites and co-requisites, identify important dates and deadlines, and utilize online student services.
- F. Identify areas of academic interest and career goals to make an educational plan.
- G. Demonstrate strategies for managing time, wellness, finance, and life roles.
- H. Demonstrate understanding of the value of diversity and community building.

CCD Policies and Procedures

Student Conduct: Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site:

http://www.ccd.edu/assets/Students/doc/Student%20Rights_Respon.doc



ADA: Students with a documented disability who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. More information is available at <http://www.ccd.edu/main.aspx?CID=159#disabilities>.

Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

Attendance Policy

3 absences results in one lower letter grade, 4 absences results in two lower letter grades, and more than 4 absences will result in an F for the course.

Grading Scale

1000- 900	A
899- 800	B
799- 700	C
699- 600	D
Below 600	F

Assignment Weight

Attendance and Participation	150
Tracking Time Worksheet	50
Career Assessment Results	50
Career Decision Assignment	200
Career Majors Fair Event	200
Career Advisor Meeting form/ Education Plan	200
Resume	50
Portfolio of Semester Coursework	<u>100</u>
Total Possible Points	1000

Late Work

No late work will be accepted

Cheating and Plagiarism

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers.



AAA 101 - Tentative Schedule
Class schedule is subject to change

8/12 Community College of Denver Overview and Introductions
Introduction to AAA 101
Review of the AAA 101 syllabus

8/19 Campus Policies and Procedures (student handbook)
Campus Tour: Finding campus resources

8/25 - 8/29 CLASSES SUSPENDED

CAMPUS CLOSED FOR THE DEMOCRATIC NATIONAL CONVENTION

9/02 Getting on course for your education
Etiquette for Education
SOLVE

Homework: Activate your CCCS email; time management worksheet due on 9/09

9/09 **Homework Due: Activate your CCCS email and send email to Rosalinda Martinez**
Homework Due: Time management worksheet
Strategies for managing time and wellness
How to use your Outlook calendar
Speaker: Healthy Moves on Auraria campus

9/16 Scholarships, financial aid and work study

9/23 Values, culture and diversity: Who are you?
Culture and rules game
Preference and values assessment
Speaker: Spring Institute or Confucius Institute

9/30 College in Colorado interest profiler
What are your interests and how can they help you choose a career.
Take the College in Colorado interest profiler on-line.

Homework: Bring the College in Colorado interest profiler to next class 10/7

10/7 **Homework Due: Bring the College in Colorado interest profiler to class**
Finding your place: RIASEC and what work environment fits best with your personality
Career Investigation: Internet resources

Homework: Begin working on the career decision assignment due on 10/21

10/14 Career Investigation:
Career Majors Fair preparation: what is it and what do I do there?
Informational Interviewing
Job shadows
Internships
Speaker: Career Counselor



10/21 **Homework Due: Career Decision assignment**

Career Pathways
Creating SMART goals
Discovering programs at CCD: CCD catalog
CCD education plans

Homework: Career Advisor Meeting Form due on 11/4

10/28 Resumes

Why you need a resume
Types of resumes
Creating a job search strategy
Working your way up the career ladder

Homework: Your resume and organizing your portfolio of coursework for AAA 101 due on 11/4

10/30 **Career Majors Fair (Tivoli 320 ABC)**

11/4 **Homework Due: Resume**

Homework Due: Portfolio of Coursework

Homework Due: Career Advisor Meeting Form

Wrap-up and Survey of "What we have learned..."



AAA 101 Career Presentation Project

25 points, ¼ of your grade

The career presentation project I meant to help you discover, assess, research, and create goals on your chosen career. This assignment is made up of two parts, a visual component and an oral presentation of your project. Half of your grade for this assignment will be given by your peers based on the attached rubric.

You need to provide the information below in your project/presentation. In the next few weeks we will be talking about how to obtain the information, and you will be getting a lot of the information from the class assignments that we will be doing.

1. Why is this job right for me

What initially attracted you to this job?

What are some advantages of this occupation for you?

How does your personality match with the requirements of this job?

2. Interests / Values

How do your interests align with those of what this job requires?

How do your values align with those of the values of this field?

3. Pay

What is the salary for this job?

4. Education and Experience

What education is needed to get this job (Certificate, Associate, Bachelors, Masters, etc.)?

5. Job Environment / Expectations

What kind of environment would you work in?

What do people in this job do? What equipment do they use?

What are some skills, personality types, and RIASEC interests that are needed to be

6. Goals

What are the steps that you need to take to get this career?

7. Job Outlook

What is the job outlook and projections of growth for this career?

8. Other

What are some disadvantages/limitations of this occupation for you?

What are some related occupations?

What job experience is needed to get this job?

Your project can be anything you want it to be. Use any or all of the suggestions below. Remember this is your project, use your imagination and think outside the box.

- Dress up in the attire of your chosen job
- PowerPoint presentation
- Brochures, handouts
- Poster
- Song, dance, poem, puppets
- Role play
- Use any props that you feel are adequate for your presentation.



Career Goal Exploration Project

Developed by Stephanie Moran

College Connection Transition Program
The Durango Adult Education Center

PURPOSES:

1. To help you identify a career that you may/want to pursue
2. To help you decide whether to pursue this career
3. To create an action plan with short-term, intermediate, and long-term steps to guide you in reaching your goal
4. To strengthen your reading, writing, and research skills
5. To find a potential mentor in your field

PART I: Career Identification through Self-Assessment (1-2 pages)

- What do you think you would enjoy doing for the rest of your life? (if money were no object)
- Why does this lifestyle/activity/career appeal to you?
- When did you first think about this career? What experiences in your personal life or prior/current job inspired you to choose this current path? TELL THE STORY.
- Brainstorm what you know about this career and make a list. Some possibilities: advantages/disadvantages; duties and obligations; educational requirements/training; expenses involved; testing/licensure; salary/benefits/opportunities for promotion/travel/advancement; expectations regarding transfers/travel
- If you know little about this career, think about where you can go to get the best, most accurate and realistic information you need to help you make an informed decision about pursuing this career (vs. one made on emotion or romantic notions).

DUE DATE FOR PART I:



PART II: Further Career Investigation through Other Resources (3-6 pages)

Resource 1---Personal interview with an expert/someone working in the field. Develop a list of 5-10 interview questions. Interview may be in person or over the telephone. **One of your questions should find out how skilled you need to be as a reader, a writer, a mathematical thinker/computer, and a public speaker to be successful at this career.** Note the date, time, person's name, and contact number.

Resource 2---Work site visits (e.g., hospital, school, hotel, non-profit, state or federal agency, small business--bookstore, auto mechanic shop, law or medical office, river running, music/instrument store, etc.)

Resource 3---Library books, journals, trade magazines, national weekly magazine (Durango Public Library, Fort Lewis College Reed Library, library of Center for Southwest Studies, other local or regional libraries)

Resource 4---Online career sites and business sites (see handout for career websites)
Choose 1, 2, and 3 or 1, 2, and 4.

Number the typed interview questions and attach your answers, numbering them as well. Write a one-two page summary of the interview, focusing on what you found most useful, surprising, disturbing, etc.

Write a one-two page summary of your work site visit and what you learned from it. Think about which of the twelve visualization elements (sights, sounds, movement, size, color, perspective, etc.) can best describe the work site and utilize those that will bring the site alive for readers.

Write a one-two page summary of the article you found at the library or online; include the main idea and significant details. Attach a copy of the article.

DUE DATE FOR PART II:





PART III: Results of Your Career Exploration (2-3 pages)

Summarize your findings and present your action plan to achieve your career goal.

Guidelines for final paper: your purpose is to present a comprehensive report of your exploration and findings in narrative form. Relate the whole picture to your readers with detailed explanations of the decision-making process and the reasoning behind your choices.

Section I (1-2 paragraphs): WHAT I KNOW (BASED SOLELY ON PRIOR KNOWLEDGE, NOT ON YOUR RESEARCH)

Tell the story of how this career came to interest/intrigue you and **why you think** it is worth the time, money, effort, and education to pursue achieving it.

Section II (1-1.5 pages): WHAT I WANTED TO KNOW AND WHAT I HAVE LEARNED (RESEARCH)

Discuss the results of your interview and your library/online research. **Tell us whom you interviewed and why** you chose this person. **Organize the most useful answers** in a logical pattern and **tell how they shaped your thoughts** about this potential career path, especially if they changed your mind or direction. If new questions have arisen since the interview, include them and why you want to find their answers.

Discuss what you discovered at the work site and how it influenced your perspective about your potential career. What expected or unexpected difficulties or delights did you find that might now be important to you?

Section III: (1-1.5 pages): WHAT I HAVE DECIDED AND PLAN TO DO

Reflect on why you will continue to pursue the career you originally had in mind, why you will now investigate a different career, or why you now feel indecisive. **Explain thoroughly** the factors that directed you to this point of view based on the information you gleaned from your research activities.

Describe your action plan towards achieving your original (or different/new) career goal. Consider short-term, intermediate, and long-term steps that you will need to complete to reach your ultimate goal of becoming a professional!

DUE DATE FOR PART III:





Career Goal Exploration Project: Interview Protocol

When you contact your potential interviewee, identify yourself as a Pueblo Community College student (not “PCC” since not everyone knows that abbreviation) doing a project for a class. Briefly explain our project and that you hope that you might interview the person or someone in the office/field/at the site.

You may also email your interview questions, fax them, or conduct an interview via the telephone if one of these formats works better for the person. In this case, be sure to get the fax number or email address and the contact person so that you can send a fax effectively and have an appropriate subject line tag in an email.

Explain that you also need to visit a worksite and ask if you may come to the site and spend a few minutes to a half an hour there but that you will make yourself inconspicuous. The best scenario is to interview the person and take a tour with him or her to learn about the work site.

FOR THE INTERVIEW:

- Have an extra typed copy of the questions to hand the person.
- Take your Work Site Observation form, a notebook, and several writing implements in case a pen runs out of ink or a pencil tip breaks.
- Dress appropriately and not as casually as you do for school, if you are a casual dresser. Like it or not, people evaluate us based on our appearance, and even though you are not applying for a job, the more seriously you present yourself, the better an impression you will make.
- Be five to ten minutes early to the interview because everyone to whom you are speaking is a professional whose time is worth money. You never know—you might interview someone who can become a mentor or a future boss. On the other hand, if you are late or unprepared, you may have lost yourself a job or an opportunity.
- Thank the person for meeting with you or answering your questions in an email/fax/telephone.
- Most of your questions follow a who, what, where, when, why, and how mode, so they should help the interviewee give extended answers. If the person says something that intrigues you or that confuses you, don’t hesitate to ask a follow-up question. Most people who enjoy their work are glad to share about it, and your follow-up question may help them to remember that you want to learn more from them.
- Remember to thank the person for his or her time at the end of the interview/tour. Write down the person’s address information if you don’t have it already so that you can write him or her a brief thank-you note following the interview.





Section 12

Academic Advising Documents



Ready to Register Activity

College Connection Intensive Transition Program

My Student Number: S _____

My CCD 6-digit PIN: _____

I plan to attend school: ___ Fulltime (12-18 hrs. /semester) ___ Part-time (<12 hrs./ semester)

Practice reading the course schedule:

Sample #1 (page 13 in the Fall Schedule booklet):

AST 101 Astronomy I: SC1 4
 Prerequisites: ENG 090 or higher OR minimum college level assessment test score,
 MAT 090 or higher OR minimum college level Math assessment test score.
10301 . . . 400. . F6-850pm SO 215 Faculty
 Requires 25 additional hours of laboratory/observatory experience

- “Astronomy 101” is the course number.
- “Astronomy 1” is the course name.
- “SC1” is the code that means this class will transfer to other colleges as a general education core course.
- “4” is the number of credit hours the course is worth.
- “Prerequisite” means that the student must have successfully passed MAT 090 or scored high enough on Accuplacer before she/he may take this course.
- “10301” is the CRN (**c**ourse **r**eference **n**umber); there may be several sections of this same course, meaning it may be offered on various days and times.
- “400” is the section number, one of several offerings of this course.
- “F” means Friday, the day the class is offered.
- “6-850pm” is the time the class is offered; the time is in **bold** type meaning it’s an evening class.
- “SO215” is the location/classroom---South Classroom building, room 215 on Auraria Campus
- “Faculty” means that an unnamed instructor will teach the class.
- The additional note tells the reader that the course requires 25 additional hours of lab in addition to the classroom instruction.



Sample #2 (from page 35 in the Fall Schedule booklet):

ENG 121 English Composition I CO1..... 3						
Prerequisite: Grade of 'C' or better in ENG 090 or minimum college level English assessment score						
CRN	Section	Days	Time	Location	Instructor	
20029	014	TR	1-215pm	SO 104	Avant C	
20030	015	MW	1-215pm	SO 104	Faculty	
20031	016	TR	230-345pm	SO 127	Faculty	
20033	017	MW	230-345pm	SO 104	Faculty	
20034	018	F	10am-1250pm	SO 127	Faculty	
This course meets in a computer-supported writing classroom.						
20036	400	MW	4-515pm	SO 127	Faculty	
This course meets in a computer-supported writing classroom.						
20037	401	TR	4-515pm	SO 104	Faculty	
20044	402	TR	530-645pm	SO 130	DiPaolo L	
20046	404	W	530-820pm	SO 127	Faculty	
This course meets in a computer-supported writing classroom.						

1. How many credit hours is the course? _____
2. Who is the instructor for an evening section on Tuesday and Thursday? _____
3. Which sections of the course meet only once a week? _____
4. What is special about room SO127? _____
5. Will this course transfer to other colleges? _____
6. Are there any evening sections on Monday and Wednesday? _____
7. What is the name of this course? _____
8. What is the Course Reference Number for the Tues/Thur class at 2:30pm? _____

From the Fall 2008 schedule, classes I would like to take next term:

Course Number	Course Name	Credit Hours	CRN	Section	Days	Times	Location

Notes:



College Course Planning Guide

College Connection Intensive Transition Program

Student:
Date:

SID:
Certificate/Degree:

Hrs. Completed to Date:
Hrs. Needed to Graduate:

First Semester				Second Semester			
Course Prefix	Credit Hours	X	Course Title	Course Prefix	Credit Hours	X	Course Title

Third Semester				Fourth Semester			
Course Prefix	Credit Hours	X	Course Title	Course Prefix	Credit Hours	X	Course Title



College Course Planning Guide

College Connection Intensive Transition Program

Fifth Semester				Sixth Semester			
Course Prefix	Credit Hours	X	Course Title	Course Prefix	Credit Hours	X	Course Title

NOTICE: This Planning Guide is a list of ***suggested*** courses designed to provide you with a “map” to carry from this date to your completion of a certificate or degree at the Community College of Denver. *Each semester of attendance, you should bring your copy of this plan with you for advising. It can be modified, but please do not make changes without an advisor’s approval.

*In order to formalize this plan you must meet with a faculty advisor in the **Center** that houses your major.

The major you have indicated is:	Center:	Phone:
Advisor: _____ Signature	Title: _____	Student: _____ Signature

WHITE COPY – Financial Aid Copy **YELLOW COPY** – Student Copy **PINK COPY** – Advisor Copy



Tips for Building your Schedule

A class schedule planner has been provided for you on the back of this sheet. Before planning your classes, read through the following tips for information on how to build your schedule.

First Things First

1. Think about your goal for attending college: will you be taking courses for a degree, certificate, or transfer?
2. Read the program requirements & course descriptions in the catalog.
3. Mark out any times you are not available for classes.
4. Be sure to check the FRCC catalog to see if there are prerequisites for a course before registering.
5. Build your schedule around English and math courses.
6. Most, but not all courses are offered on Tuesday and Thursday or Monday, Wednesday and Friday.

REMEMBER! THERE ARE ONLY 168 HOURS IN A WEEK.

For every hour in class, plan on studying 2 hours outside of class.

Language and Science classes usually require 3 hours of studying for every hour in class.

SCHEDULE ACCORDINGLY – AND ALLOW FOR REST, FAMILY, AND FUN.

READING THE SCHEDULE OF COURSES

Look on inside of the front cover page of the catalog for directions on how to read the schedule. The call or CRN number is the 5-digit number listed on the left hand side of the course. There is a different call or CRN number for each section of a course. Please note, if you are registering on the web, be aware of the location of the courses you want to register for, i.e. Westminster, Brighton, etc.

NOTE: Please note, classes may be held at other locations (campuses). Please keep this in mind when scheduling.

Be Careful Of Deadlines!

(See page 1 of the catalog)

Payment, add/drop, and withdraw deadlines may vary. You must pay tuition by the deadline to assure you will not be dropped from your classes.



CLASS SCHEDULE

TIME	MON	TUES	WED	THUR	FRI	SAT	Helpful Hints
7:00 am							<p>Use a pencil.</p> <p>List and circle alternate classes.</p> <p>Write down course number and CRN (call#) number. Using the CRN# will speed up your registration process).</p> <p>Check locations and travel times.</p> <p>Be creative and flexible.</p> <p>In the catalog, "T" stands for Tuesday and "R" stands for Thursday.</p> <p><i>Alternate Classes</i></p> <hr/> <hr/> <hr/>
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
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12:00 pm							
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9:00							
9:30							



Section 13

Motivation and Retention Strategies

Learning Communities
Goal Setting
Team Building



Learning Communities

Learning communities are an integral aspect of student motivation and retention in the College Connection intensive transition program. This section contains information on the learning community approach and strategies to support it, including goal setting and team building activities. Following is a list of effective Navigator contributions to learning communities that have been implemented in local College Connection cohorts.

Navigators contribute by:

- offering daily accessibility to Navigator for students;
- teaching the importance of self-advocacy;
- ensuring equitable support for all students;
- building awareness of cohort image on campus;
- imparting knowledge to students about how to develop social networks that support student needs: Navigator – adult education instructors – faculty – administrative staff – academic advisor – financial aid counselor - current college students – workforce centers – community members;
- implementing group problem-solving sessions – students/Navigator/instructors/support staff;
- teaching/modeling initiative to students;
- encouraging students to step out of comfort zones;
- providing welcoming ice-breaker and on-going teambuilding activities;
- including goal setting strategies in class relationship-building activities;
- coordinating opportunities to shadow current college students;
- organizing a faculty/student mentoring program; and
- encouraging students to find similarities among themselves.



The excerpt below is from an article in the June 2009 Colorado SUN newsletter. It reflects the SUN learning community approach.

Because the SUN College Connection classes are small and intensive in format, students are presented with a constant "compass" delivered collectively as "cohorts." Small groups of individuals working closely can exert an enormous amount of influence over the members.

Students participating in SUN programs benefit from creative strategies that support the learning community approach. Informative and interactive college orientations lay the groundwork for the confidence needed to succeed in the classroom.

Academic cohorts - studying math, reading, writing, and career exploration - effect sustainability of the learning process.

Meaningful team building and synthesizing activities foster relationships and camaraderie.

Regularly-scheduled study sessions, varied work groups, and daily and weekly check-ins provide consistent academic support.

Team-teaching demonstrates collaboration and organization skills; lunches with staff and students provide personal coaching opportunities in areas such as parenting and health; and strong, interactive communication modeled by program staff, both in and out of the classroom, encourages communication among students.

Nan Uhl, math instructor at the Durango Adult Education Center and Southwest Colorado Community College emphasizes that key success factors in the classroom also include: setting and maintaining a tone of respect for each person; listening to one another with care; and providing opportunities for learners to work with one another and share knowledge and/or questions.

"The classroom community is established over time with the help of the instructor or facilitator taking the lead in the beginning, adds Kathi Bell, navigator for the Northeastern Junior College and Morgan Community College SUN programs. Sharing information, building trust and friendships, and helping students understand that the classroom is "risk free" are important. Mistakes are OK – respect for each other is paramount - our goal as a classroom community is to encourage and support each other whenever possible."

As Moran notes, many students in her program have experienced personal hardships and troubled families, so they have a certain type of maturity that accepts life as it is. That can also work against the students when they feel done in by life and hopeless, so the strength of the student community's support is a truly enormous benefit—the students often buoy one another in such a way as to keep them coming to school. "We are positive about seemingly small things that actually mean a lot in terms of showing our care and belief in our students' ability to succeed."

So for the thousands of out-of-school youth and adult learners in Colorado seeking a better life for themselves and their families, the results of learning communities are significant. Working together in diverse, supportive classrooms – addressing the many barriers they face every day - these students gain academic and self-advocacy skills, an understanding of the importance of persisting in college to achieve their academic and career goals, and – most importantly - a sense of direction and hope.



Goal Setting Strategies

Adult education research indicates that goal setting increases academic success and persistence in education. Students learn that goal-setting is a powerful tool to help them achieve success in the classroom and plan for the future, much the same way that many professionals attribute their success to setting goals early in their career.

Many College Connection students have noted that establishing personal, academic, and career goals has helped them transition into and stay in college. Having the students take an active role in setting goals is key. Facilitated by Instructors and Navigators, students participate in interactive activities that include goal setting applications such as **S.M.A.R.T.** (T. Doran) and **DAPPS** (pp. 73-3, *On Course*, S. Downing, Wadsworth Cengage Learning, 2011).

S.M.A.R.T. goals are

SPECIFIC
MEASURABLE
ATTAINABLE
REWARDING
TIMELY

DAPPS goals have the following qualities:

DATED
ACHIEVABLE
PERSONAL
POSITIVE
SPECIFIC

(See *On Course*, Skip Downing, Wadsworth Cengage Learning, ©2011.)

Both S.M.A.R.T. and DAPPS activities stress the importance of outlining realistic, manageable, and achievable goals that give students a very clear picture of what expectations are and where they should focus time and energy.

The activity on the following pages, adapted from the S.M.A.R.T. goal strategy, is suggested for College Connection students.

An additional activity, ***Life Dream and Stepping Stones***, which incorporates DAPPS Qualities of Motivating Goals, can be accessed from the Colorado SUN web site at www.cccs.edu/Fountain/SUN.html.

DAPPS Flash cards can be accessed at: <http://quizlet.com/401216/goal-setting-dapps-flash-cards/>



Creating SMART Goals

SPECIFIC	<i>My career goal is.....</i>
MEASURABLE	<i>How long will it take?</i>
ATTAINABLE	<i>What are the job requirements? What are the barriers?</i>
REWARDING	<i>What are the reasons to achieve that goal?</i>
TIMELY	<i>By when do you want to complete the goal?</i>

Specific A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be.

Timely - When do you want to complete this goal? Break longer term goals into shorter term goals and clearly specify target completion dates.

There are six areas of life that you can develop goals in. Make sure the career goal you are working for is something that you really want and that your career goal does not contradict other goals in your life.

<i>Family and Home</i>	<i>Financial and Career</i>
<i>Spiritual and Ethical</i>	<i>Physical and Health</i>
<i>Social and Cultural</i>	<i>Mental and Educational</i>



Creating SMART Goals

1. What are your short-term (1-2 years) career/employment goals?

Provide a step-by-step plan to achieving your short-term career goals.

1)

2)

3)

2. What are your long-term (5 years) career goals?

Provide a step-by-step plan to achieve your long-term goals.

1)

2)

3)

3. Are there any issues or problems (barriers) that are preventing you from achieving your goals?

What can you do to overcome those barriers?



SMART Goals Practice Activity

Scenario #1

Mary is 18 years old and just graduated from high school. Her goal is to enroll in community college in the fall semester. She is the first in her family to want to attend college, has no money, and her parents cannot help her out.

Help Mary set up a step-by-step plan to achieve her goal.

- 1.
- 2.
- 3.
- 4.
- 5.

Scenario #2

Joe is 18 years old and is taking Math 060 this semester. Because he wants to get a degree in engineering, which requires a good understanding of math, his goal is to get an A in the class. He does not have good study skills, is a procrastinator, and works 25-40 hours a week.

Set up a step-by-step plan to help Joe achieve his academic goal.

- 1.
- 2.
- 3.
- 4.
- 5.



Scenario #3

Angela moved to the United States eight months ago after completing high school. She speaks English well and is now enrolled in community college. She has one child and works full time while attending school. She works at Burger King but would like to get a job in a pre-school because she loves working with children.

Help Angela develop a step-by-step plan to achieve her career goals.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Scenario #4

John is a 19 year old college student who used to be on the baseball team at his high school, which was just a year ago. He is in college now but is not involved in any sports. He quit his job as a baseball coach for children two months ago and has been gaining a lot of weight. He does not feel comfortable with his appearance and has set a goal of losing 2 pounds a week for the next few months.

Help John set up a step-by-step plan to achieve his personal goal.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**



Life Dream and Stepping Stones Activity **Incorporating DAPPS Qualities of Motivating Goals**

Ranee Cervania, PhD, Community College of Denver

Objectives:

- (1) To identify one important life dream (goal)
- (2) To visualize this life dream and recreate this vision on paper (visual)
- (3) To verbalize this life dream using the drawing (auditory)
- (4) To set short-term and long-term goals towards realization of this life dream using a graphic organizer and manipulatives (kinesthetic/tactile)
- (5) To set an action plan for the first short-term goal using a graphic organizer and manipulatives (kinesthetic/tactile)
- (6) To write the first draft of a process analysis essay

Materials:

- 2 Graphic Organizers:
 - (a) Stepping Stones to Your Dream
 - (b) Action Plan—Dateline to Stepping Stone
- Cut-out “stepping stones” and a star
- Plain white paper
- Colored markers, pencils, or crayons

Procedure:

A. Pre-learning activities:

(Whole Group)

- Do you know of a person (famous or not) who has achieved his/her dream? Tell us about him/her.
- How about you? Tell us about your dream (or long-term goal) you have achieved.

(Pairs/Small Groups)

- What have you always dreamed of doing, having, or being?
- How committed are you to achieving this dream?
- What have you done about it so far?
- What changes do you need to make in order to realize this dream?

(Whole Group)

VISUALIZATION:

- Close your eyes.



- Relax.
- Breathe slowly / deeply.
- Think of one important life dream or goal.
- Visualize it. (What do you see?)
- Recreate that image on paper.

VERBALIZATION:

- Approach each member of the class and say with conviction:
“My dream is _____, and I will do whatever it takes to make it a reality.”

“Back to the Future”

- Pretend that this dream is now a reality.
- Talk about your picture with a partner.
(Example: “I have always dreamed of being a curriculum developer/author. Now, I have published a compilation of the teaching materials I have created. The materials are)”)

B. While-learning Activities

(Whole Group)

MINI-LESSON: 5 Qualities of a Motivating Goal: DAPPS (Downing’s *On Course*)

D – ated (Have specific deadlines)

A – chievable (Are realistic)

P – ersonal (Are *your* goals, not someone else’s)

P – ositive (What you *do* want, not what you *don’t* want)

S – pecific (Specific and measurable outcomes)

MANIPULATION:

(Individual/Pair)

GRAPHIC ORGANIZER: Stepping Stones to Your Dream

- Write your life dream on the “star.”
(Example: Curriculum Developer/Author)
- Write the steps to your dream on the “stepping stones” (SS). (Keep DAPPS in mind.)
- Arrange steps in sequence on the Graphic Organizer.
- Finalize the sequence of your stepping stones and then number them.



“Back to the Past”

- Pretend that you have already reached your goal.
- With your partner, share the steps you took to reach your goal. Use the **past** tense. (Example: I am now a curriculum developer/author. I published my first collection of interactive teaching/learning activities last month. Here are the steps I took to reach my dream. First, I created one interactive teaching/learning activity every other week. Second... Third... etc.)

C. Post-learning Activities (Homework Assignment)

GRAPHIC ORGANIZER: Action Plan to Individual Stepping Stones

“Back to the Present”

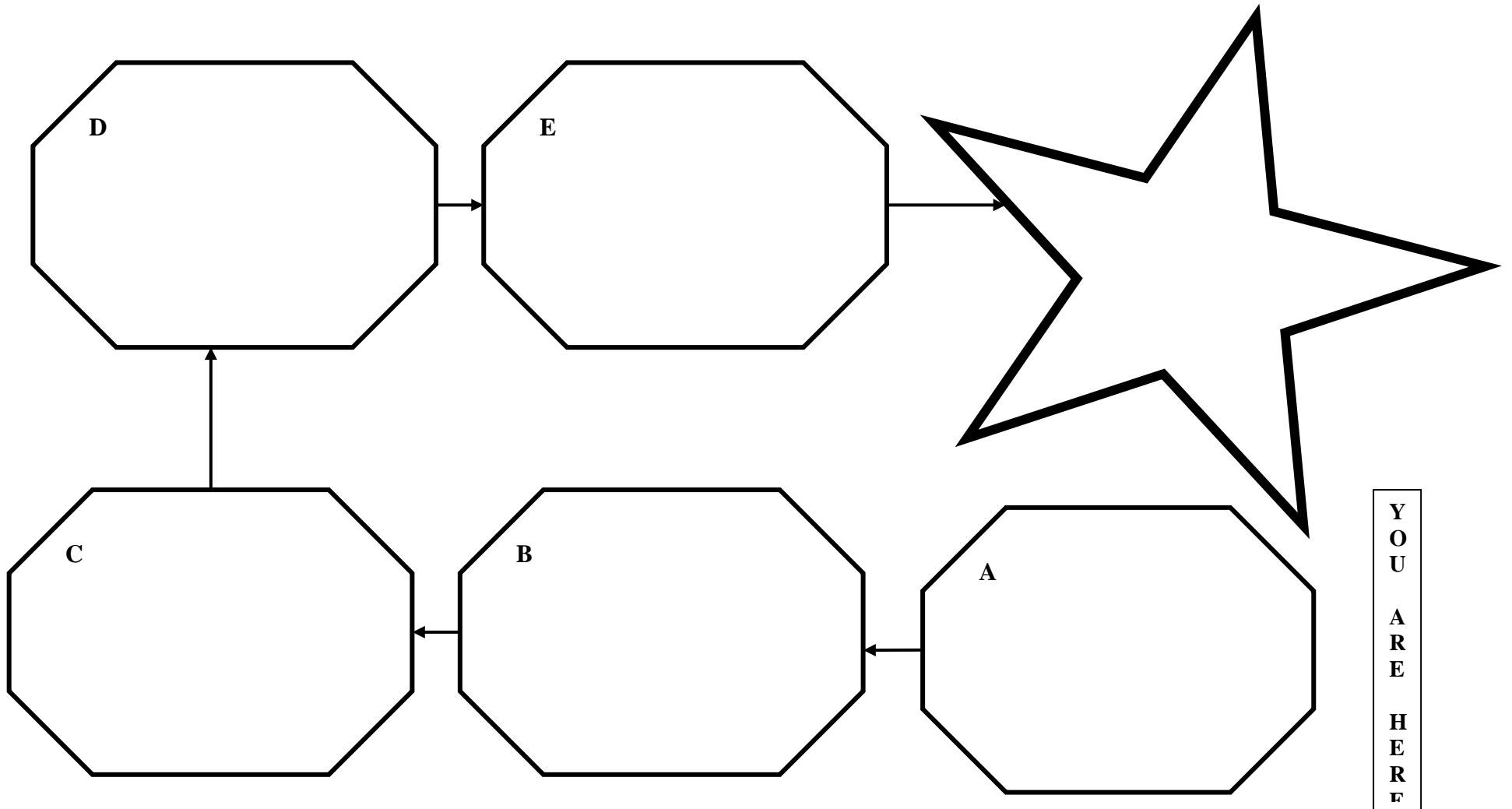
- Revisit your drawing and graphic organizer: Stepping Stones to Your Dream.
- Create an Action Plan for each Stepping Stone “A” using the Action Plan graphic organizer. Keep DAPPS in mind as you complete this activity.

(Note: Stepping Stone “A” will now become your new goal. However, it will be rephrased focusing on DAPPS.)

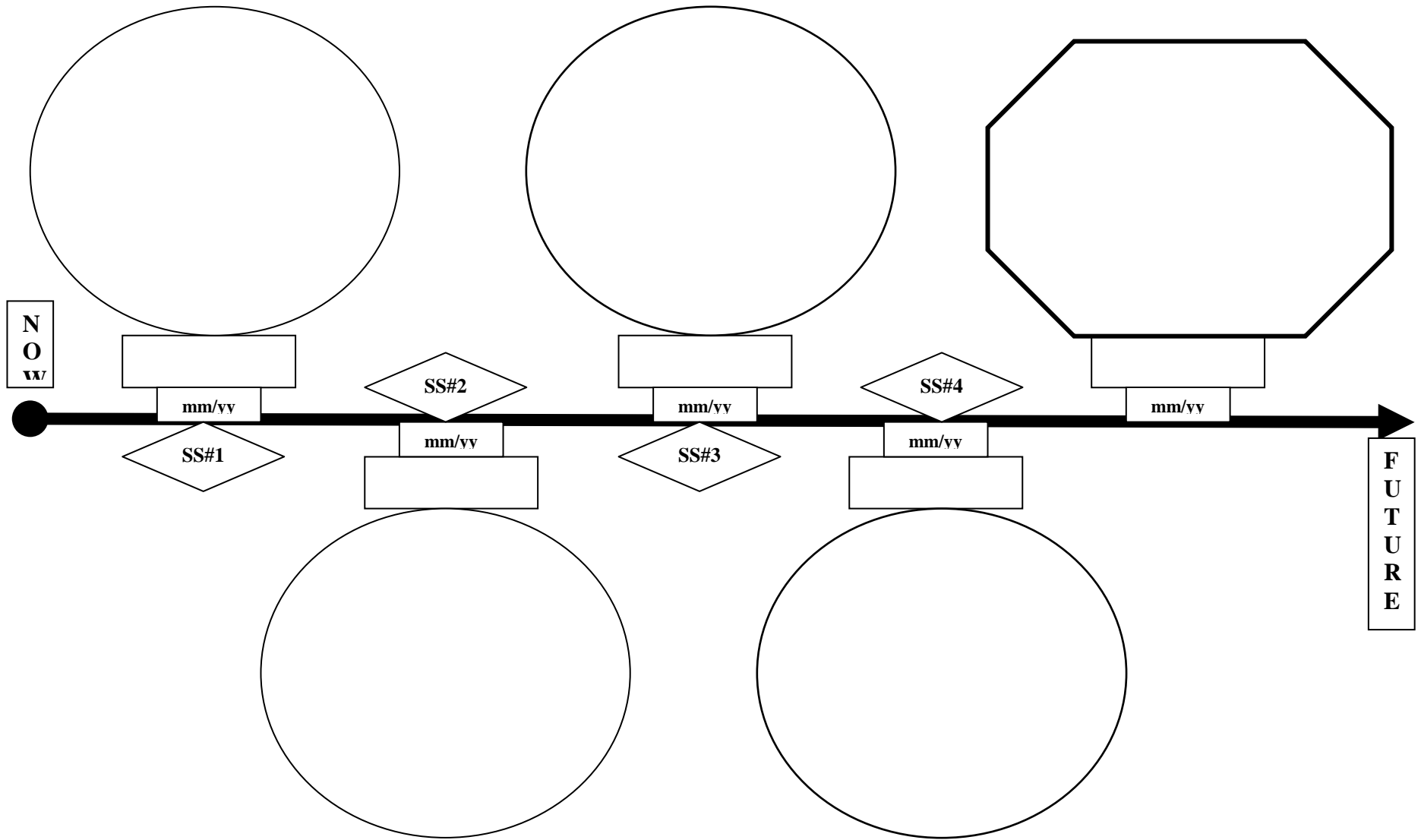
- Try working backwards.

Example:

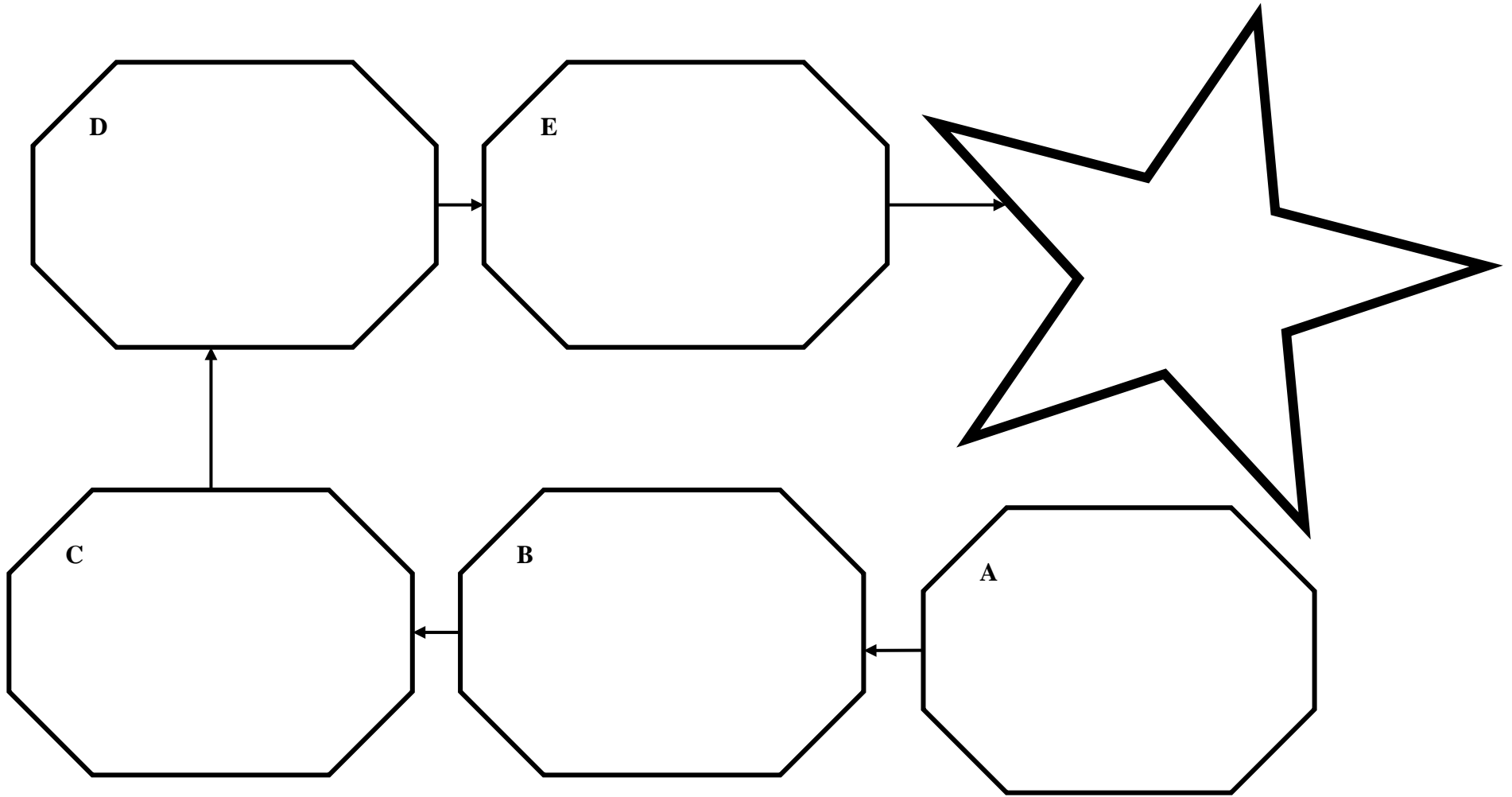
- Stepping Stone A: Every other week, create one interactive teaching/learning activity.
 - New Goal: In the coming week, field-test the newly created interactive teaching/learning activity.
 - Mini-SS #4: On Friday of the first week, print the final draft of the interactive teaching/learning activity.
 - Mini-SS #3: On Thursday of the first week, gather feedback from colleagues.
 - Mini-SS#2: On Tuesday of the first week, give colleagues a copy of the activity and ask for their feedback.
 - Mini-SS#1: On Monday, create an interactive teaching/learning activity on the use of transitions.
- Using the graphic organizer as your cognitive map/outline, write your first draft of a process analysis essay.



STEPPING STONES TO YOUR DREAM



ACTION PLAN – Dateline to Stepping Stone _____





Teambuilding Activities for Learning Community Development

Team building activities encourage relationship-building among students, staff, and administration and result in raised comfort in academic and social environments. All College Connections students participate in the activities led by Navigators. Instructors and administrators are encouraged to participate as well. Team building activities are incorporated into the student orientation and should be offered on a regular (weekly) basis throughout the transition program.

Team building activities achieve these goals:

- Developing critical thinking skills
- Improving collaboration skills
- Improving group communication skills
- Increasing awareness of diverse perspectives in group settings
- Identifying challenges
- Identifying troubleshooting techniques
- Increasing awareness of the need for leadership and support roles
- Increasing awareness of individual strengths with relation to group goals
- Fostering a sense of group cohesion and unity among group members (creating a 'cohort')
- Identifying strategies for success and applying them to other goal-driven processes, (such as succeeding in college)

Process Questions with students facilitate goal achievement

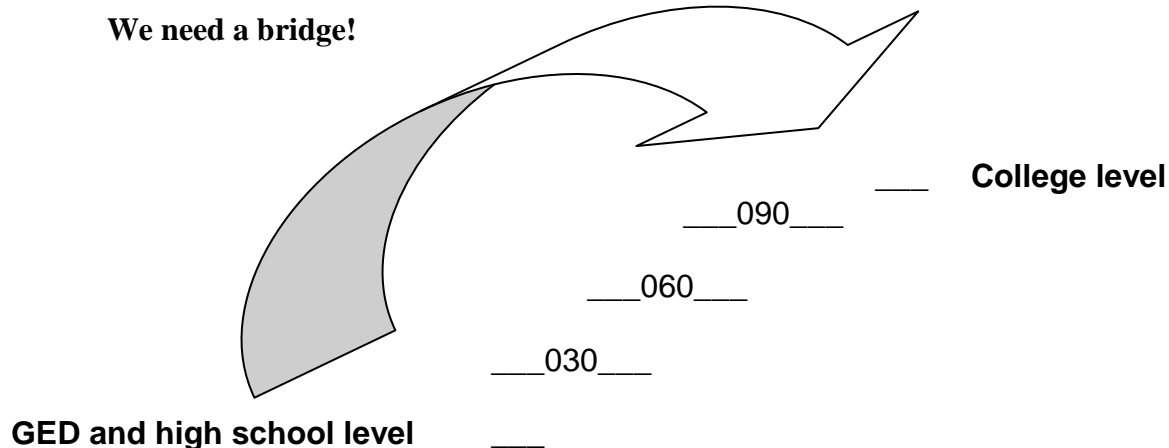
- What happened? (What did you see/hear?)
- What worked well?
- What didn't work well?
- What challenges or hurdles did you observe?
- What was needed in order to effectively deal with these challenges?
- How did the group handle these challenges?
- Who took on leadership positions? (What did that look like?)
- Who took on support positions? (What did that look like?)
- How might this relate to other challenges you've experienced in life?
- How might this relate to going to college?
- How might this relate to your College Connection cohort?



Team Building Background

Staff/faculty, Navigator and student introductions (sitting in chairs arranged in a circle)—telling a little bit about ourselves, how we heard about the SUN program and one interesting fact about ourselves.

Students have already each been briefed on how the program works:



These developmental classes serve as stepping stones to get you to college-level classes

70% of all students admitted to college need remedial courses.

The idea here is to quickly go through the info with REALLY good (“the best”) teachers to bridge the gap between the GED or high school diploma and college. (The GED is a major accomplishment; in fact, 40% of high school graduates cannot pass the GED. However, like the high school diploma, it’s simply not ALIGNED to college-level math courses.)

Wherever you are, the goal is to help you move forward as far as you can go.

The first step in this process is to get to know one another!



Activity 1: Group Juggle

1. Participants, including facilitator, stand in a circle, with room to move around a bit
2. Facilitator chooses someone across the circle and asks their name. (For example, “Joe”.)
3. Facilitator says, “Joe” and tosses the ball to Joe.
4. Facilitator REMEMBERS that Joe is the person he will throw the ball to from now on.
5. Joe then chooses someone across the circle who has not yet received the ball, and asks their name. (For example, “Susan”.)
6. Joe says, “Susan” and tosses the ball to Susan.
7. Joe REMEMBERS that Susan is the person he will throw the ball to from now on.
8. This process continues until every person has had the ball exactly ONE TIME; the final person tosses the ball back to the Facilitator.

Facilitator leads this process once or twice to ensure that everyone knows to whom they will throw the ball.

After everyone is comfortable with the process, Facilitator begins another round, and halfway through, introduces (as a surprise) a second ball into the mix.

Repeat, adding three, four, or as many balls as the group can handle, then add another!

Processing questions

What worked well?

What didn't work well?

What challenges or hurdles did you observe?

What was needed in order to effectively deal with these challenges?

How did the group handle these challenges?

Who took on leadership positions? (What did that look like?)

Who took on support positions? (What did that look like?)

How might this relate to other challenges you've experienced in life?

How might this relate to going to college?

How might this relate to your College Connection cohort?



If it feels necessary, Facilitator can debrief with something like this: “Just like in this exercise and in dealing with challenges in other parts of our lives, we need these tools in our toolkit in order to succeed:

- effective communication skills;
- active listening skills;
- the ability to sometimes lead and other times follow;
- the ability to follow directions; and
- the ability to work as part of a team.
- ... Can you think of any others?”



Activity 2: Helium Hoop

This activity, also called “Helium Stick”, can also be adapted for use with a long, thin, light rod such as a tent pole. Instead of standing in a circle, participants line up in two rows that face one another and proceed accordingly.

MATERIALS: One standard hula-hoop for a group of up to 12 participants.

1. Participants stand in a circle facing inward with arms outstretched and index fingers pointing straight ahead.
2. Facilitator explains to the group that the GOAL is for the group to collectively lower the hoop to the ground and set it down.
3. Facilitator explains that all participants must be touching the hoop at all times, and pinching, grabbing or holding the hoop is not allowed. If anyone is caught not in contact with the hoop or holding onto it, the group will restart.
4. Facilitator lays the hoop down on their index fingers.

NOTE TO FACILITATOR

Despite the group’s efforts to lower the hoop, it will likely raise much to the surprise of the participants. This is due to the collective upward pressure exerted, which is commonly greater than the weight of the hoop. Do not share this information with the group until the end of the exercise, after the processing questions. Instead, ask them for their ideas about why it might have risen.

Processing questions

What happened? (What did you see/hear?)

What worked well?

What didn’t work well?

What challenges or hurdles did you observe?

What was needed in order to effectively deal with these challenges?

How did the group handle these challenges?

Who took on leadership positions? (What did that look like?)

Who took on support positions? (What did that look like?)

How might this relate to other challenges you’ve experienced in life?

How might this relate to going to college?

How might this relate to your College Connection cohort?



Activity 3: Two of a Kind

PREPARATION: Facilitator thinks of objects/characters that come in pairs. Write the name of each half of each pair on a separate slip of paper.

For example:

Snow White	The Seven Dwarves
Goldilocks	The Three Bears
Jack	The Giant Beanstalk
Cinderella	The Glass Slipper
Three Little Pigs	The Big, Bad Wolf
Pinocchio	Giuseppe the Puppet Maker
Aladdin	The Magic Lamp
Hansel	Gretel

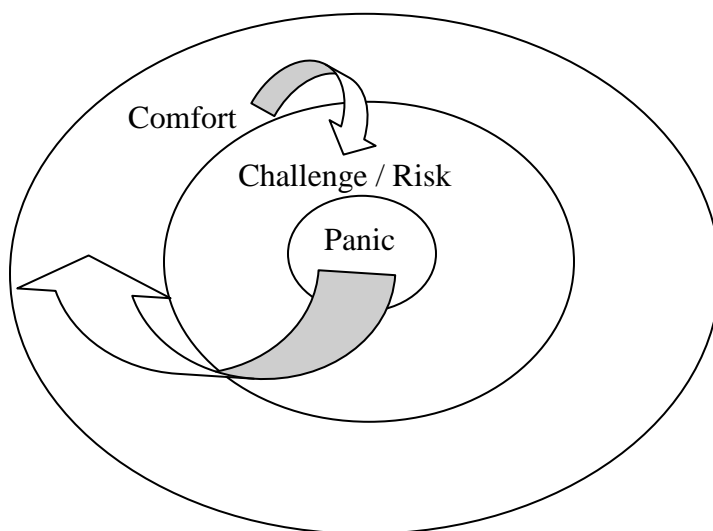
Hand the slips of paper out to the students. Each student must find the student with the slip of paper that completes her/his 'pair'. This person becomes their partner for the next activity.



Activity 4: In the Zone

PREPARATION: *In advance, Facilitator draws the following diagram on the board so that all participants in the room can easily see it. Facilitator will be referring to this diagram throughout the rest of the session, as well as throughout the 8-week College Connection session.*

“Introduce yourself to your partner and take two minutes to share your Big Learning Experience (the one experience in your life that you’ve learned the most from).”



When we find ourselves in the “panic” zone, it is necessary to first move to a place of emotional comfort before moving to a place of challenge/risk.

(NOTE: Examples may include childbirth, travel, death of a loved one, end or beginning of a job, etc. Facilitator should be prepared for students to share experiences that may seem shocking or disturbing to others. It’s important in these instances to show acceptance of the student and refrain from judging the student’s experience or perspective.)

How many felt **panicked** during your Big Learning Experience (“B.L.E.”)?

How many felt **challenged** during your BLE?

How many felt **comfortable** during your BLE?

Where do you think we learn the best? (“Which zone provides the best environment for learning?”) Why?

(Some said “comfortable”): What made it comfortable?

(“I’d had two children before; this was my 3rd child. I’d done it before.”)

(“It was my first child, but I was comfortable because I had a strong family support system.”)

Possible Facilitator response: “Would it be fair to say that when you were actually giving birth, that there were challenging moments involved, or were you completely relaxed the entire time?”



*(It's fine if students believe that they learn best when comfortable or when in a panic...
Facilitator can simply follow up with...)*

It turns out that we learn the best when we're in the **Challenge/Risk** zone; when we're not TOO comfortable or TOO uncomfortable (when there's SOME challenge involved, but not too much).

When we're feeling panicked we're in 'survival mode', which is not the best emotional state for optimal learning and retention of new information...

And when we're too comfortable we don't have enough motivation to change (e.g., internalize new information).

So our goal during this next 8 weeks is to put ourselves into the Challenge/Risk zone.

At times we may find ourselves feeling like we're in the Panic Zone and wanting to move to the Challenge/Risk Zone, but to get from one to the other we have to go somewhere else first.

We can't go directly from Panic to Challenged... we must go from Panic to Comfort, and THEN to Challenge/Risk.

(So if I'm in the Panic Zone about a certain type of math problem, I need to back off and go back to problems I AM comfortable with, and then move into more challenging problems from there.)

But here's the deal: I have to TELL my teacher that I'm in the Panic Zone, otherwise they might not know, and then they won't be able to help me!

This next activity can help us to see some real-life examples of these three Zones at work.



Activity 5: Informal Assessment

Divide Room into three sections:

Comfort

If you feel comfortable when I say the Topic Word (snakes, math, college), stand over here.

Challenge/Risk

If you feel emotionally challenged when I say the Topic Word (snakes, math, college), and that there's some risk (but not too much) involved, stand over here.

Panic

If you feel a sense of panic when you think of the Topic Word (snakes, math, college), stand over here.

When I say a word, I want you to stand in the area of this room that matches how you feel.

1. "Snakes" (Students physically move to the portion of the classroom that matches their emotional response to the word 'snakes'.)

Okay, Joan feels panicked. How do we get her from Panic to Challenge? She needs SUPPORT.

Support comes in many forms...

Encouragement from classmates

Educate:

- 1) Start with a cartoon snake
- 2) Non-poisonous snakes
- 3) Book about snakes
- 4) Look at a snake behind glass
- 5) Be in the same room with a snake, but not touching it
- 6) Stand next to it
- 7) Touch it
- 8) Hold it

2. Reading out loud in front of an audience

- 1) Reading aloud on her own (in an empty room where no one can hear her)
- 2) Reading aloud with supportive person/people
- 3) Reading aloud in front of peers
- 4) Reading aloud in front of strangers

3. Interview for a job

Practice:

- 1) Interview in front of the mirror
- 2) Interview with friends
- 3) Interview with employers



4. Math

Speaking to those in comfort zone... “You guys are comfortable right now. How can we get you into the Challenge Zone? (More challenging work)”

(Speaking to those in panic zone): “You guys are feeling panicked. How can we get you feeling more comfortable?” (Practice) “We’ll help you with review and practice tests.”

If you feel like you’re in the Panic Zone, you need to TELL ME so I can help you get to the Comfort Zone, then on to the Challenge/Risk zone. If you don’t tell me, I won’t know and I won’t be able to help you.

5. College

How do we get you from Panicked to Comfortable?

Meet teachers, meet peers, **and get to know your environment and the people you’ll be working with.**

Meeting with Instructors—College Connection 8-week Overview

Instructors review syllabus and expectations with students and answer any questions. They may also choose to review some important factors in succeeding in college:

- Know what resources are available to you
- FAFSA
- Scholarships
- Career Goals
- Help you decide what you want to do sooner rather than later
- Assessments
- Interests
- Personalities
- The College Experience

LUNCH

Make SURE you provide a quality lunch –preferably hot—and have it catered, if possible.



Q&A Session with College Connection Completers, Successful College Students, and College Graduates

Preparation: Navigator/Facilitator invites former students/grads at least a month in advance to come share their stories, share challenges they faced while going to college, discuss how they met those challenges, and answer any questions about their college experience from the current cohort. This discussion may take place WITHOUT Navigator/Teacher supervision in order to allow students to share their honest thoughts with guest speakers.

Wrap up with students, answer any final questions, END.

Provide \$20 gift cards as 'thank you' gifts to guest speakers if appropriate.



Activity 6: Web of Gratitude

Materials: one ball of yarn

1) Everyone stands or sits in a circle.

NOTE: I like to start this activity out simply by opening up a conversation based on gratitude, to get the ball rolling in that direction. I'll ask a question like, "So, looking back on the past 8 weeks, what went well? What do you feel proud of? What have you accomplished? How did you surprise yourself?" Then, after everyone has had the opportunity to share a little bit about what she/he feels proud of, we shift into sharing traits/characteristics of fellow students or teachers that they feel grateful for.

2) Facilitator has a ball of yarn. Chooses one person in the group she/he appreciates, tells the group why (overcoming challenges, hard work, cheerful attitude, etc.) and tosses/hands the ball of yarn to that person **WHILE HOLDING ON TO THE END OF THE YARN.**

(Another NOTE: if there's someone in the group who I think might not receive recognition from the group, I as the facilitator may choose that person to be the person I recognize, and think of a solid, real-life example of how that person demonstrated or embodied something I appreciate.)

3) The person receiving the ball of yarn finds someone who has not received the yarn yet and tells the group what she/he appreciates about that person, while holding on (and not letting go) of a piece of the yarn. Continue until everyone has participated.

4) At the end of this exercise, after everyone has received the yarn and passed it on, everyone should be holding a piece of the long string of yarn and it should look like a big web.

5) Facilitator asks some processing questions:

What does this look like? (Web)

How might this relate to our group? (We're all connected.)

What are some ways we might carry this 'connectedness' with us after we leave the building today? (Stay in contact -- get e-mail addresses/phone numbers; set up study groups together, etc.)

6) Closing -- Ask for any last thoughts about the importance of connection. If none, and if you're up for it, share your own feelings about it. Mine went like this: "Even though sometimes we may FEEL isolated or alone, this web is a perfect reminder of the fact that we're all interconnected, and what we do affects those around us. We CAN reach out for support when we're feeling down, or when we're feeling up; we CAN ask for help and offer help. What we think, say and do DOES matter. And your hard work over the past 8 weeks is proof of that. Please remember, after you walk out the door this afternoon, that you can call me or visit my office. I'm part of your web of support, and I want very much to see you continue your success in school and in life."

Notes