ROAD MAP TO COLLEGE TOOLKIT:

STUDENT-DESIGNED SUPPORT FOR CAREER PATHWAYS
HOW COMMUNITY BASED ORGANIZATIONS CAN SUPPORT STUDENTS TO SUCCEED IN SHORT-TERM CAREER AND TECHNICAL EDUCATION COMMUNITY COLLEGE PROGRAMS:
FROM ENROLLMENT AND PERSISTENCE, TO COMPLETION AND JOB PLACEMENT
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INTRODUCTION

THE CHALLENGES AND THE BIG IDEA

THE CHALLENGE
Long-term unemployed adults often require additional technical skills training in order to be competitive in today’s labor market. However, these adults often struggle to enroll and complete career and technical education (CTE) programs offered at our community colleges. Although these technical training programs often lead to living wage jobs, these adult students are challenged to complete these educational programs for a variety of personal and systemic reasons. Many of these adult students missed the high school to community college recruitment window, making it especially difficult to re-enter the educational system after working and assuming the responsibilities of adulthood.

Road Map to College, a project funded by the California Workforce Investment Board's Accelerator Fund, was designed because we saw a long-standing need for wrap-around student support for people who want to pursue higher education but have experienced multiple failed attempts. Road Map to College was designed for people like Maria, a 25-year-old mother of two young children, who knew she wanted to go to school but did not know where to begin. While attending her local First 5 Center, she saw a flyer for Opportunity Junction’s Road Map to College program. Maria was interested in completing a certificate in Child Development so that she could earn Early Childhood education units and start working as a preschool teacher. Her barriers to attending school were lack of quality and affordable child care, not knowing where to begin and a fear of starting something new. Maria was thrilled to learn that she could take classes in the evening so she could spend time with her children and bring her son to his doctor appointments during the day. With the help of Road Map to College, she was able to receive child care support, grocery and gas cards for when times got tough, and additional funds for school supplies.

“"My experience was good. My advisor helped me by pushing me to complete my goals. She helped me with understanding how to use my computer and purchased a printer for me. I didn’t have to leave my children because I now have a computer and printer at home."” - Maria

Maria also had access to workshops for financial aid and the support that she needed through every step of the college application and enrollment process. Maria is now enrolled in school full-time and is planning on obtaining her Early Childhood Education Certificate.

Non-traditional adult students, like Maria, face many barriers to post-secondary success, primarily:

- Lack of confidence to apply for college and other post-secondary training
- Limited support systems and resources at home to support academic achievement
- Lack of awareness of post-secondary training and educational programs and services designed to support academic achievement
- Difficulty understanding how to navigate the complex system of college, student services and financial aid
- Assessing below college level English and math requiring a lengthy prerequisite course sequence prior to starting training
- Long-term, often undiagnosed learning disabilities
- For those who have enrolled before, unpaid fees that prevent re-enrollment
- Lack of money for transportation or child care

People raised in generational poverty have even more difficulty persisting in college. Student financial aid is perceived as difficult to obtain and overwhelming to navigate. To many low-income adults, community colleges are large institutions that represent indifference and lack of support for success. They ask, “If attending college has not been successful before for me, why would it be different now?”

THE BIG IDEA
Create a student-designed community college career pathway program to serve low-income and long-term unemployed adults.

This student-designed program allows non-traditional college students to tailor their educational support services to their own specific needs and priorities. This strategy allows for flexibility and agility to support non-traditional adult students. Their services are tailored to their unique needs rather than relying solely on the community college offered student services.

This toolkit provides recommendations for assessing the need in your area for community college/community based organization (CBO) partnerships, recommendations for building relationships with local community colleges and tools to support implementing Road Map to College.
LOS MEDANOS COLLEGE

Los Medanos College (LMC) is one of three community colleges in the Contra Costa Community College District. With campuses in Pittsburg and Brentwood, LMC primarily serves the residents of East Contra Costa County – an area of 90 square miles that is largely suburban and rural. In this area, unemployment is 31% higher than in the County as a whole. LMC is known for its Career Technical Education (CTE) offerings, which provide the necessary training for a variety of career ladders.

PATHWAYS CONSULTANTS

Pathways Consultants specializes in supporting workforce development, youth development and educational programs produce outstanding results since 2005. Sample clients include: San Francisco Office of Economic & Workforce Development, United Way of the Bay Area, the San Francisco Department of Children, Youth & Their Families, Goodwill Bay Area and more.

CALIFORNIA WORKFORCE INVESTMENT BOARD

The California Workforce Investment Board and the Employment Development Department funded this project and 17 others. The grantees are charged with designing, developing, and implementing projects that accelerate employment and re-employment strategies for California job seekers. The State Board and EDD funded projects and partnerships to create and prototype innovative strategies that bridge education and workforce gaps for targeted populations, and initial implementation of promising models and practices in workforce system service delivery infrastructure. The 18 projects accelerate skill development, employment, and reemployment for one or more of the target populations (long-term unemployed, returning veterans, individuals with disabilities, low-income workers, disconnected youth, and ex-offenders).

O P P O R T U N I T Y J U N C T I O N

Opportunity Junction’s mission is to fight poverty by helping low-income Contra Costa residents gain the skills and confidence to get and keep jobs that support themselves and their families. Opportunity Junction has grown to become an East Contra Costa hub of programs addressing participants’ barriers to economic self-sufficiency.

Programs include:

1. The Job Training and Placement Program prepares participants for administrative careers by combining computer training with life skills, case management, paid experience, mental health services, career skills, job placement, and alumni services;

2. Individualized Career Development Services, offered in partnership with SparkPoint Contra Costa in Bay Point, which provides case management, career counseling, group activities, and job placement; and

3. A pilot program, Road Map to College, offered in partnership with Los Medanos College, which guides and supports low-income job-seekers in enrolling and completing LMC’s Career Track Education (and then entering and retaining employment).

4. Evening Technology Center, powered primarily by volunteers, offering the community free access to computers and the Internet, plus drop-in classes in software applications and English as a Second Language. During the tax season, we partner with Earn It! Keep It! Save It! and offer Do-It-Yourself Tax Assistance, which teaches taxpayers to prepare their own returns using MyFreeTaxes.com.
Every community and population has varying needs. These steps will guide decision-making in determining whether a student-designed program for non-traditional adult students is the right fit for your community based organization and for your local community college.

**GATHER DATA TO DETERMINE LOCAL NEED**

Who is the beneficiary of the support? Who is your target population and who is already serving them? Determine the age, demographics, and defining characteristics of the future students you wish to support. Your CBO should have an established relationship with the population you choose to serve. Because many college success programs are geared towards high school age and transition-age youth you may feel compelled to prioritize work with this population. Our outreach to potential students yielded many long-term under-employed adults who have made multiple attempts to return to college or post-secondary training. Primarily, we emphasize that you work within the demographics and needs of the populations your organization is accustomed to serving.

What are the current gaps in existing student services? Determine if this gap is increasing student barriers to post-secondary enrollment, persistence and completion. We recommend cataloguing existing service providers who provide post-secondary training and student support in your area. You may find existing services to partner with and also may find that some existing services lack resources or capacity to support student success. It is essential to create a resource map in your area looking at: a) adult schools; b) private post-secondary training; c) community based organizations that serve your population/need; d) public workforce development system resources; e) high school career pathway programs; and f) existing community college programs resources and student services.

Interview stakeholders
After creating a resource map of your geographic area reach out to these providers and seek to interview them or visit their sites. Gathering qualitative data from potential partner agencies through interviews and site visits will help you understand how your community based organization fits within the array of existing post-secondary programs and student support services. Questions to ask include:

- What population do you serve?
- What are their needs?
- Are there bottlenecks in services in general?
- Are there populations that are going underserved?
- What are your graduation/completion rates?
- In your perspective why do students dropout?

**MAKING YOUR CASE**

Determine compelling and mutually beneficial reasons for community colleges to partner with your CBO.

Community colleges have programmatic outcomes that are distinct from privately funded CBO’s and the local workforce system. Success in a community college is measured by student enrollment, persistence and completion rates. Schools are also accountable to their accrediting body and to funders for special state and local initiatives. A great place to start getting familiar with your local community colleges’ programs and services is your state community college chancellor’s office. Your local community college’s website should also have resources about the institution’s governance structure.

Explore mutually beneficial funding goals.
Is your local community college struggling to gather data on student completion and job placement rates? What are their pain points and how can you provide agile and responsive support for student success in areas that the college is struggling?

**INITIATING CONTACT**

Invite community college partners to planning sessions to discuss their needs, your initial findings and potential CBO offerings.
Couple the planning session with an informative tour of your site, services and clientele.

Prior to the Meeting
Prior to the meeting determine what kind of collaborative relationship you are looking for. Are you looking to a true partner or are you expecting to operate separately providing student support independent of your local college? What capacity does your college have to partner and what support and staffing do you have to manage that relationship?

Get familiar with the steps to enrollment and matriculation of your local community college. The academic schedule is posted and updated on every college’s website.

Prior to the meeting determine what kind of collaborative relationship you are looking for. Are you looking to a true partner or are you expecting to operate separately providing student support independent of your local college? What capacity does your college have to partner and what support and staffing do you have to manage that relationship?

When to Schedule the Meeting
We recommend reviewing the community college academic calendar and consider the academic cycle when the planning for when this work would be most receptive.

Early fall planning for spring semester registration is recommended because the college has completed its push for new high school graduate enrollees for the fall semester. In preparation for the spring semester there is a shorter enrollment period for students. The shorter enrollment period allows for less time between priority enrollment dates increasing available classes.

Consider the timing of the partnership with community college initiatives and priorities. Colleges have times that are busier than others. The time period leading up to enrollment and the start of class is the busiest. When finals are happening it is also very difficult for administration and faculty to respond to requests. Typically from late June until early August community college faculty are on leave and all but full-time administrators are off campus.

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1 Appendix A: CALENDAR OF ROAD MAP IMPLEMENTATION
ASSESSING THE NEED

WHO TO CONTACT

Most community colleges have an Office of Workforce Development. Reach out to the point person in this department before talking to faculty. These programs often have special projects and often partner with business and the local workforce development system.

You may wish to develop a memorandum of understanding with your college partner. A memorandum of understanding spells out the terms of agreements between CBO’s and higher education if you are agreeing to partner beyond the ordinary services a college delivers. Many misunderstandings can be avoided if parties are clear about issues such as financing, space utilization, how credits will be awarded, prerequisites for taking college classes and access to college/university facilities.

Because community colleges offer Associates degree programs, programs leading to transfer to a 4-year university as well as short-term CTE programs, it is important that you review, vet and finalize which programs you will support students to enroll in.

Considerations:
How impacted is the program? Every community college has programs that are impacted resulting in a waiting list and stiff competition for coveted spots. You may not be successful in supporting students in programs that they are unable to enroll in.

Is the program short-term? We recommend identifying CTE programs that are 1 year in length or less. It may prove challenging to support students who have 2-4 year academic goals. If your agency is looking for efficient training to job placement outcomes, these programs are appropriate.

Does the program lead to occupations that are in-demand in your area and lead to living wages? Review your local labor market data to determine if there is a clear need for the occupations that the CTE programs train for. If you already have relationships with established sectors and specific employers within that area you will have greater luck building a Road Map to College in your area.

COMMUNICATING WITH STAKEHOLDERS

Community colleges are not as nimble as CBO’s. Communicate regularly and frequently to keep the colleges engaged and involved in your efforts moving forward. Be willing to share your lessons learned about necessary student support. This open and on-going communication will encourage future partnership. Seek opportunities to support your local community college by serving on advisory boards or committees focused on student services.

\[\text{Appendix B: SAMPLE CTE PROGRAMS AND COMPLETION TIMES}\]
CREATING STUDENT DESIGNED SUPPORT

CBO’s are often considered the expert in client service delivery and support. Take advantage of that expertise by convening target population focus groups to gather direct feedback regarding marketing, timing and student support—let the student be the expert.

FOCUS GROUPS
Ask clients you are currently serving for their input on how to market and describe your concept to potential students. Encourage participation, by incentivizing meeting attendance with meals and $25 gift cards for gasoline or groceries. Client perceptions and feedback lead to surprising findings.²

Use the focus group time as a way to engage clients in marketing concepts for possible flyers. Keep the target population in mind when deciding on wording and photo selection. Client feedback should also influence program naming and semantics. Our research revealed that non-traditional students responded to flyers that included language around the low/no cost of the program, the potential wages and target occupations they will be trained for and a clear and inviting call to action.⁴

STUDENT-DESIGNED PLANNING SESSION
The planning session process borrows from Human Centered Design Principles established by the product design industry. However, instead of supporting students with one universal design strategy, the student driven design process allows these reluctant students to design the program and sets of supports and services that are right for each individual. The planning session is a key component in student-designed concept because potential students have the opportunity to have input into the program in which they were participating by customizing the student support services each learner needs to succeed.

When to offer the event: We found that the most attendance for a planning session was in the early evening on a weeknight.
Incentives: Offering a gift card for gas or groceries was helpful. Providing a meal and child care also increased attendance rates.
Size: The planning process should include heterogeneous groups of potential students. No more than 25 people should be invited to the planning process.

The student-designed planning process allows potential student time to air both their real and perceived barriers to success in post-secondary and time to envision what kind of supports, resources and services they might need to be successful. The agenda should be fun, energizing and allow for all students to contribute ideas and concerns.³

The needs students expressed in our planning sessions fell into these primary categories.

FINANCIAL SUPPORT
Emergency Funds: Students expressed a need for access to cash incentives and emergency funds for bills, food, and other unforeseen expenses.
Books: Another expense that can be insurmountable for low-income students is funds for books and supplies. Transportation: support for both public transit and gas cards are essential.
Child Care: Access to affordable child care was also a concern.

ACADEMIC SUPPORT
Students expressed a need for support in purchasing a laptop and a printer. Being able to work from home for a busy parent is essential. Study groups and tutoring for the various subject areas also encouraged students to persist and complete their coursework.

PERSONALIZED SUPPORT
Students expressed a desire for counseling and advising of all kinds: mental health, academic advising, financial aid advising and career coaching. Because students don’t always know their needs until they occur our findings recommend that each student be assigned an Academic Success Advisor.

CAREER SERVICES
Students expressed support for resume writing, job search assistance, interview preparation and paid job training opportunities. Support for these activities during and throughout the student’s participation was valued over short spurts of activity towards completion dates.

“I knew nothing about college before this planning session. This was extremely informative. I took a whole page of notes. I now feel like it’s something I can do!”
- Leticia

³ Appendix C: SAMPLE FOCUS GROUP QUESTIONS
⁴ Appendix D & E: SAMPLE FLYERS
⁵ Appendix F: STUDENT-DESIGNED PLANNING SESSION
Once potential students are identified and have participated in the planning process, it is up to the CBO to assist them through the most complicated parts of the process: matriculation—enrollment, registration and paying fees.

**Recommendation: Creating a Supportive and Welcoming Environment**

CBO’s should become experts in the enrollment and registration process. Students often struggle with understanding a college’s multi-step process for enrolling and registering and may lack the technical skills to complete forms online. A warm and welcoming front door can turn frustrating and challenging process into something manageable and achievable for students. These processes are often multi-step, lengthy, and require a technical savvy that many non-traditional students lack. Consider supporting completion of the application through group sessions and individualized support to address the technical divide. Get to know each student through one-on-one individual meetings as well.6

**Recommendation: Identify Typical Barriers and Support Students Through the Process**

Bring college support services onsite to the CBO. Possible on-site activities include:

- Orientations to the college viewed online as a cohort
- Practice tests and academic assessments delivered and proctored by college staff.7
- Counselor appointments and education plan development through individual meetings. Let the counselor give a block of time and then schedule your clients to work with the counselor one-on-one to complete their education plan. Most colleges offer online education planning tools that both counselor and students can access. Work with students after the counselor has completed the education plan to monitor progress towards goals and review the plan online.
- Financial Aid workshops as a group and then individualized meetings to complete applications8
- Registration—note dates and communicate these essential dates to students and required steps for priority registration. Build relationships with the Admissions and Enrollment department to expedite student issues. Make support available as issues come up with little wait time utilizing text, email and voice contact to respond quickly to potential registration roadblocks.

6 Appendix G: INDIVIDUAL MEETING


8 Appendix H: SAMPLE FINANCIAL AID CHECKLIST

“One thing that was really helpful was that Road Map to College helped me to buy books. The cost of the books is $350 to $400. You shouldn’t have to choose between books and eating”  
- Rita
The essential ingredient for the Road Map to College is the role of the Academic Success Advisor. The Academic Success Advisor is part coach, part cheerleader, and part case manager and must be committed to supporting students in any way necessary. The Academic Success Advisor serves as the liaison between the student and college faculty and existing student support services like the Disabled Students Programs, Equal Opportunity Program and Services, Financial Aid, CalWORKS and on-campus academic advising.

Once your clients are enrolled as students and are ready for classes to begin, the individualized support brainstormed in the planning sessions and outlined through individualized meetings is used to support students to persist in college.

We found that fun group activities can make attending college less intimidating:

- Providing group campus tours to get clients familiar with the college layout are recommended.
- Provide access to on-campus resources and assist with additional support access such as Equal Opportunity Programs and Services and Disabled Students Programs.
- Create a cohort: establish regular group meetings so students feel part of something larger and can get informal support and help from others in the cohort.

Individualized support is essential because each student has a story that has contributed to his or her doubt and challenges to enroll and complete a training or college program before.

- **Individualized Counseling and Advising:** Meet with clients weekly to help overcome obstacles and to offer case management. Hold clients accountable by monitoring attendance and progress. Follow-up regularly with reminders and check-ins. Assist with short-term job placement assistance for those who need temporary work as they complete their CTE track. Ask students to complete a Release of Information so that you can keep in touch with advisors and faculty on campus.
- **Tools For School:** Budget to provide for tools students will need for success such as specialized laptops, Chromebooks, backpacks, EMT equipment, etc.
- **Technology:** Use technology to improve communication through group texts, email blasts, informative blogs and website updates.
- **Accessing Existing College Resources:** Utilize existing resources when available. Clients should enroll in EOPS or other specialized cohorts designed by the college.

“My Academic Success Advisor has been really accessible. It’s unbelievable. She really helped me feel comfortable at college. She helps you get through the red tape. She’s super helpful and resourceful, very knowledgeable and informative. She was so helpful working with admissions and records when I wasn’t able to find a college counselor to advise me on campus. I sometimes felt rushed by the counselors on campus but my Academic Success Advisor was always available for me.”

- Tony
STAFFING AND BUDGET

We have found the optimal size for Academic Success Advisor’s caseload is 35 students or less. At any given time the advisor may be working with a portion of students who are enrolling into college, attending school or job seeking. The caseload fluctuates at any given time depending on student need. The Academic Success Advisor also needs support from a business services team that is working cultivating job leads and employer connection for student who will soon become job seekers. The program also needs modest administrative support for copying, phone calls, data entry, etc. We have found the following staffing and student budget optimal.

STAFFING

Academic Success Advisor: 1 Full-Time Employee
Job Developer/Business Services: .20 Full-Time Employee
Administrative Support: .20 Full-Time Employee

COSTS

$750 per student first semester
$400 per student for the second semester to cover fees, books, supplies, tuition, backpacks, laptops, child care and other miscellaneous needs
$500 Events per semester for food, supplies and incentives for students

COMPLETION AND JOB PLACEMENT

Although many students in the first cohort of Road Map to College are still participating in their educational programs, we have some initial recommendations on how to successfully place students in jobs upon completion. These findings are based on our formative work and this section of the toolkit will be modified when the pilot period is complete.

BUSINESS ENGAGEMENT

Students participating in educational programs in key sectors need to proactively engage with those sectors while they are still in school. As CBO providers of student support services we are in the unique position to reach out to businesses on behalf of students to broker and begin to cultivate relationships that enhance the employability of students and build their networks. Road Map to College students have had the opportunity to participate in business tours, mock interviews, job shadows and informational interviews in businesses that offer employment in the areas they are interested in.

RESUME DEVELOPMENT AND LINKEDIN

Throughout participation in Road Map to College students are continually adding content to their LinkedIn profiles and resumes. As students acquire new skills and competencies from coursework they add this content to their resumes and profiles. All students also participate in a series of mini-workshops on goal setting, resume writing and job seeking skills while they are still in school.

COHORT MEETINGS

We have found that it is particularly challenging to bring students together for cohort meetings. Conflicting school schedules, work hours (for those working), and the duties of home and family make it challenging to bring a group together for workshops. Possible solutions for this challenge are to offer a short 1 unit course College Success course offered at the CBO site on practical issues such as goal setting, time management, study skills, job search and resume development. In addition to the Academic Success course, students have requested onsite tutoring, mental health counseling and professional coaching at the CBO site.
OUTCOMES AND NEXT STEPS

Road Map to College has completed the first 10 months of its pilot. Students have been enrolled in and have been attending college for only four months. This toolkit represents our initial formative findings and recommendations. We expect to continue to have substantive lessons learned about how to successfully support non-traditional students to complete career and technical skills training programs in a community college environment.

OUTCOMES IN FIRST 10 MONTHS
Opportunity Junction engaged 34 customers in the initial planning process, including 20 job-seekers who attended an intensive program development process and 14 program alumni who participated in focus groups on barriers to college and marketing to job-seekers. Road Map to College enrolled a cohort of 20 participants in 8 different CTE tracks at LMC, including Business, Business Accounting, Emergency Medical Services, Child Development, Welding Technology, Automotive Technology, Computer Science, and Graphic Design.

17 participants have completed the first semester, with one participant having completed her CTE certificate and the other 16 enrolled in classes for summer and fall.

COURSE CORRECTIONS AND LESSONS LEARNED

Lesson #1: Undiagnosed disabilities cause hardship.
When we started providing individual case management, we uncovered another hidden barrier to success. The difficulty some of our job-seekers had completing their classes may be linked to undiagnosed learning disabilities. We plan to bring a representative from Disabled Student Programs & Services to present to our second cohort (along with the Student Services, Financial Aid, and Academic Counseling staff).

Lesson #2: CTE programs take longer than expected to complete.
The best-laid Education Plans can be delayed because needed courses are not offered during a particular semester. We will need to extend this pilot beyond the first semester to get meaningful outcomes.

LESSONS LEARNED FROM PROJECT’S SUCCESSES

Lesson #1: Engagement leads to commitment.
The very existence of the planning process generated enthusiasm and commitment from the potential students who participated. The benefit was not just a better program design, but also a deeper sense of ownership. For that reason, we advise having each cohort participate in a similar Academic Success Advisor planning process.

Lesson #2: Personal relationships matter.
Participants attribute much of their success to their personal coaching relationship with our career counselor, who also developed strong ties with community college staffers. In some cases, she was able to “save” an enrollment by getting quick help from one of the college contacts (a change in course schedule, the waiver of a rule).

NEXT STEPS
Our goal is to continue to support current participants through coaching and support, culminating in job placement at the conclusion of each participant’s CTE program. We also plan to engage a new cohort of 24 participants to participate in the student led planning process and enrollment into CTE courses starting in January 2016.

“...My biggest resource at Opportunity Junction is my Academic Success Advisor. She is incredible and I cannot thank her or Opportunity Junction enough for introducing me to this program.”
- Dorothy
### October 2014

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- **22**: Apply for College ID
- **24**: XYZ Campus – Wednesday 12:30 – 2:00 PM
- **21**: Assessment Test: Pre/Non-Student
- **29**: Pick One
- **30**: Financial Aid Workshop

### November 2014

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- **1**: Apply for FAFSA
- **6**: Assessment Test: Pre/Non-Student
- **8**: Financial Aid Workshop
- **15**: Assessment Test: Pre/Non-Student
- **21**: TTA: New Student Workshop at Opportunity Junction to Meet with Counselor for Education Plan
- **22**: Final, Registration Date: Group 1 – UPS
- **28**: Thanksgiving Break
- **29**: Thanksgiving Break

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If you cannot make it to the Opportunity Junction, you must attend one of the workshops on the provided dates. For more information, visit [http://www.collegewebsite.edu](http://www.collegewebsite.edu).
# Calendar of Road Map Implementation

## December 2014

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## January 2015

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<th>THURSDAY</th>
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<td>Martin Luther King Day – COLLEGE Closed</td>
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<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
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Sample Focus Group Questions - Marketing & Outreach

DATE

1. What kinds of things on a flyer might get you interested to come learn more about a college or training program?

2. If we were to do a four-hour intro to college event, what time of day works best for people? What might help you get there and stay there for the whole event?

3. What are some of the general obstacles to completing college with a certificate? Are those different than the obstacles for a degree?

4. Do you know anyone who might be interested in a program like this? Tell us about them.

5. How should we reach this group of people to invite them to this 4-hour intro to college event?

6. What should we call this program to interest participants and get people in the door?
Road Map to College

Providing one-on-one customized support, enrollment and financial assistance, and job placement as you complete short-term career education through Your Community College.

Attend an Information and Application Session at 1111 Your Address, Your City:

- Saturday, August 23—10 am; or
- Tuesday, August 26—10 am; or
- Wednesday, August 27—6:30 pm

FREE FOOD and RAFFLE

For more information call Natasha at (999) 776-1111 or email at my@gmail.com

Need a Job?

Providing one-on-one customized support, enrollment and financial assistance, and job placement as you complete short-term career education through Your Community College.

Attend an information session:

Tuesdays at 10:00 AM
at Your Agency

For more information call Natasha at (999) 776-1111 or email at my@gmail.com

Applicants must be available to begin classes at ABC starting in January 2015.

1234 ADDRESS, CA 94509 • (925) 776-1111 • www.youraddress.org

Funding for this program is provided by the Workforce Accelerator Fund of the California Workforce Investment Board.
## Agenda

### Road Map to College

#### Student Design Planning Session

**DATE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>:15</td>
<td>Provide a meal</td>
<td>Participants will understand how the Road Map to College came about and why they are being engaged now.</td>
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<tr>
<td>:14</td>
<td>Welcome and Overview of Road Map to College: goals, history-planning to date. Share generally the themes of the focus groups.</td>
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</table>
| :5  | Agenda Overview  
- Role of Participants: Explain the program design process: YOU are the experts. Don’t worry if your plans tonight aren’t realistic. We want your ideas. Our job is to determine feasibility.  
- Tonight is about designing solutions  
- What do we mean by college? Define this term | Participants will understand their role for the evening in relation to the role of the staff after the event | |
| :15 | Ice Breaker: Forming and Reforming  
- Debrief | To meet as many people as possible in a quick period of time | |
| :50 | Brainstorming Carousel:  
Ask the group: “What does an ideal short-term job training program look like for you?”  
- Introduce brainstorming posters (and examples). Place 7 posters around the room with the following titles on them.  
1. Information & Resources: How could information about college programs and student services best be shared? | Participants will generate a large number of solutions to the challenges identified | Provide sticky notes for the groups to write down ideas. Model brainstorming with a simple example. Break the group into teams of three per poster. Rotate to the next poster every 3 minutes. |

---

1 See end of the agenda for instructions

---

2. Financial Support: What kind of financial supports or incentives would you need to be successful (fees, books, transportation, incentives, meals)  
3. Academic Support: What kinds of support would you need to be successfully academically (tutoring)  
4. Personal Support: What kind of emotional or personal support would you like in order stick with a short-term job training program?  
5. Career: What kind of career advising or job placement services would you like as part of your ideal short-term job training program?  
6. Day/Week in the Life: What would your day look like? What would your week look like? (When would you study, go to school, work?)  
7. Parking lot: a) Feel free to add ideas that don’t fit in these categories b) Questions

- Introduce brainstorming rules:
  1. Defer judgment  
  2. Encourage wild ideas  
  3. Build on the ideas of others  
  4. Stay focused on topic  
  5. Be visual  
  6. One conversation at a time  
  7. Go for quantity

---

:10 BREAK  
Ideas will be sorted into groupings to start to see patterns  
During the break categorize sticky notes on the posters into groups of ideas.

:10 Dot Vote: What ideas do you feel are the most important? (10 dots per person)  
Ideas will start to be vetted  
Provide sticker dots
### Making It Real: Challenge—Build a Prototype

Ask the group: “If you were to pick 1 big idea per poster to turn into a real program or service, which would you pick and how would you create it?” (Give an example)

- Each group (groupings of 4 people) will be assigned a poster and a topic from the Brainstorming Carousel. (Depending on # of attendees two groups may be assigned the same poster. Topics will be selected according to most passionate/pie in the sky idea to the most realistic and viable to get a range of solutions.) Assign each table of four people to pick 1 idea from a poster.

- Spend 30 minutes making your solution tangible and real, (a prototype) using one of the prototyping forms described here or creating a new one. Don’t worry about feasibility or viability
  - Storyboards
  - Canon
  - Role-play
  - Diagrams/Mindmap

- Rules of prototyping:
  - Rough is good: Make it low-fi and don’t worry about pretty
  - Make it visual or experiential
  - Work collaboratively: (yes and...thinking)

### Gallery Walk

- One person from each team stands by their poster and explains as the group rotates around and learns about the various ideas.
- If they created a role play, perform the role play a few times for gallery walkers.
- After 10-15 minutes rotating invite attendees to make comments on sticky notes about the various ideas.

### Close, Appreciations and next steps (Review, refine and assess for feasibility and viability)

### Forming and Reforming

This is a game about forming and reforming groups as quickly as possible. The leader will direct the group to form smaller groups, based upon some criteria verbalized to the group, at a signal. The goal is to get as many people to introduce themselves to as many other people as possible. It is not designed to see how fast or successfully the group can accomplish the leaders directive. The leader needs to give the group enough time to incorporate and then introduce themselves to one another if the incorporation calls for it. It is important to keep the pace of the game rather fast.

Example groups:
1. Get into a group of three and introduce yourself;
2. Get into a different group of five people and introduce yourself;
3. Get into a group of people who have shirts that are the ‘same’ color and introduce yourself;
4. Get into a group of people who have the ‘same’ or similar potential college major and introduce yourself;
5. Get into a group of people whose names have the same vowel come first in their first name and share your names;
6. Get into a group of people who were born in the same season (fall, winter, spring, summer);
7. In your season group, arrange yourselves by birth date (month and day)
8. Think of the last digit of your telephone number and get with every person who has the same last digit;
9. Get into a group of ten and sing a Katy Perry song;
10. Get into a group whose home town (where you grew up) is the same as yours;
11. Find another person who lives in the same town/city as you.

### Participants will design real solutions to the challenges listed in the posters based on the brainstorms.

### Provide art supplies, poster paper and magazines.

### Participants will learn about each others ideas and comment on them.
Road Map To College: Individual Meeting

Demographic Info

Name:
CTE Program of Interest:
City of Residence:
Availability for meetings:

Employment History

Current Employment/Hours a Week:
Longest time with a single employer:
Past Employment Experience (industry / job type):
Latest Employment gap:
Termination(s): Y/N Describe:
Employment Expectations and goals ($, travel, industry):

Criminal Background

Criminal Conviction: Y / N Felony / Misdemeanor
Year and Nature of Conviction:

Educational Background

Highest Education Completed:

Transportation

Own Vehicle license: Y / N
Family/Friend Shared Vehicle
Public Transport
Valid driver’s

Child Care

Professional
Family/Friends
None
N/A

Goals

SAMPLE 2014-2015 FAFSA Checklist

You will need the following information to fill out a 2014-2015 FAFSA:

STUDENT AND/OR SPOUSE INFORMATION:
☐ Student’s Social Security Number or Alien Registration number if an eligible noncitizen
☐ Student and/or spouse’s 2013 Tax Return (if applicable)
☐ Student and/or spouse’s 2013 W2 Form(s) (if applicable)
☐ Student and/or spouse’s 2013 other untaxed income (such as Worker's Compensation, Disability, etc.)

IF STUDENT IS DEPENDENT (under age 24, unmarried, does not support any dependents):
☐ Parent’s Social Security Number
☐ Parent’s Date of Birth
☐ Parent’s 2013 Tax Return (if applicable)
☐ Parent’s 2013 W2 Form(s) (if applicable)
☐ Parent’s 2013 other untaxed income (such as Worker’s Compensation, Disability, etc.)

Determining your dependency status:
The FAFSA asks a series of questions that determine whether you are a dependent or independent student for purposes of applying for federal student aid. If you are a dependent student, you must report parent information, as well as your own information, on your FAFSA. For more information on how to determine your status, please visit www.studentaid.ed.gov, click on FAFSA; Apply for aid; Filling out the FAFSA; and Dependency Status.
APPENDIX I  ACADEMIC SUCCESS ADVISOR JOB DESCRIPTION

ACADEMIC SUCCESS ADVISOR JOB DESCRIPTION

APPENDIX I

Academic Success Advisor

Position Summary:

The Academic Success Advisor will work closely with maintain a caseload of motivated students and job seekers overcoming barriers to employment.

The Academic Success Advisor duties include:

- Assessment and development of education and employment plans
- Case management and service referrals for up to 35 students
- Identifying student needs and coaching students in resolving academic, professional development and success issues as they relate to the completion of the student’s educational goals
- Supporting student retention activities and innovative strategies for improving student engagement
- Small group and one-on-one career skills development
- Resume and cover letter review and revision
- Employment reforms, job placement and tracking
- Engaging with students to incorporate career planning and alternative credit completion as part of goal setting and success planning.
- Working with students with compassion while holding them accountable for choices that we allow them to achieve their goals.
- Exercising excellent judgment and discretion in handling sensitive student situations.
- Applying excellent conflict management and negotiation skills.
- Assisting in investigation, review and processing of student complaints, grievances, grade appeals, and student conduct issues and other on-campus administrative student needs.

The position supports a caseload of students on long-term and complete short-term career technical education programs.

The position combines employment counseling with group facilitation and curriculum development. The Academic Success Advisor will work one-on-one with students to create, update, and tailor resumes and cover letters to specific employment opportunities, working closely with our Manager of Employment Services and the entire team.

The Academic Success Advisor has the ability to build strong relationships and have a data-centered focus on measuring client progress. The position reports directly to the Director of Programs.

Necessary competencies:

- Communication: Able to effectively communicate a message particular to an audience using clear, concise and appropriate language, including the ability to facilitate and communicate in a manner appropriate for case management as well as for delivering curriculum;
- Technology: Able to utilize technology to solve problems, track employment outcomes, and generate reports in multiple online databases (Salesforce, Efforts-to-Outcome, and CalJOBS);
- Accountability: Willingness to accept responsibility for tasks, projects, and specific employment outcomes, and motivated to achieve a desired goal and ability to plan and work towards it proactively;
- Adaptability/Flexibility: Ability to adjust style and approach according to current priorities and situations, and
- Group and Team Facilitation: Ability to help a group define and/or achieve its goals and objectives through guiding an engaging and inclusive process to reach conclusions.

Educational Level, Certification, and Experience Requirements:

- Bachelor’s degree, preferably in a field related to business or counseling, or an equivalent years of professional experience in vocational counseling or management;
- Experience in vocational counseling or management;
- Flexibility to attend evening and weekend functions off-site, on occasion, and to work some Saturdays;
- Ability to sit at a desk for most of the day and lift and carry items weighing up to 25 lbs.
AUTHORIZATION FOR RELEASE OF INFORMATION

To: {COLLEGE} - Office of Admissions and Records

I, ______________________________

Hereby authorize you to release to the staff of YOUR AGENCY, consent to the release of personally identifiable information from my education records and specific information requested relevant to my qualification for their Road Map to College program. This may include items such as fines and fees, issues related to enrollment, academic probation, approval for program support, performance, and other issues to assist me in my career and education advancement.

I understand that the personally identifiable information will be disclosed by {COLLEGE} only to {YOUR AGENCY}. This information may not be redisclosed to others.

I have learned of the Roadmap to College Program from the community and am ready to make the commitment to changing my life. I understand the investment of time required and would like to begin this program with {YOUR AGENCY} and {COLLEGE}.

Phone Number _____________________________________________
Address: __________________________________________________
Student ID # _______________________________________________
Signed:  __________________________________________________
Dated:  ___________________________________________________

Road Map to College
Computer Loan Agreement

I, ______________________________, acknowledge receipt of a Chromebook laptop computer and its accessories including a power cord. I agree to use this computer for the benefit of my education at College.

Further, I acknowledge that I am responsible for this computer. I will exercise extreme care with this computer including securing the computer whether it is in use. I understand that I am responsible for any damage to the computer.

I acknowledge that if I do not complete the Spring 2015 college semester and participate in the Road Map to College program the Chromebook with accessories must be returned to {YOUR AGENCY}.

Participants of this program will be able to keep the Chromebook upon completion of Spring 2015 semester.

Computer ID # _______________________________

Print Name: _______________________________

Signature: _______________________________

Date: __________________