



Promising Practices Manual

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



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INTRODUCTION

The Northeast Resiliency Consortium (NRC) uses strategic action and leadership to build a highly skilled and qualified workforce that can help mitigate communities' short- and long-term vulnerabilities and risks. The NRC, led by Passaic County Community College (NJ), includes Kingsborough (NY), Housatonic (CT), Bunker Hill (MA), Capital (CT), LaGuardia (NY), and Atlantic Cape (NJ) community colleges—all recently affected by crises and natural disasters like Hurricane Sandy, the Sandy Hook Elementary School shootings, and the Boston Marathon bombings—is committed to taking a catalytic approach to using knowledge, innovation, and education to build resilient workers, institutions, and communities. This promising practices manual presents innovative strategies created and employed by NRC institutions in the fields of employer engagement and job development, student support services, career pathways and prior learning assessment (PLA), resiliency training, advanced technology, and grant leadership.

MISSION STATEMENT

The NRC will write a foundational set of employer-identified skills and competencies, standardize both the process and the recognition through credit for multiple pathways of learning, and create and enhance current industry-recognized certificates and programs of study needed in the current and future labor markets. Colleges will also capitalize on new technology platforms, strengthen transfer and articulation pathways, and benefit from innovations in curriculum development through the sharing of open education resources (OERs). Most importantly, for returning veterans, trade-impacted workers, and low-skilled adults, the NRC will help these participants adapt to a changing labor market and provide access to a college in order for them to gain the skills, competencies, and credentials that lead to self- and/or family-sustaining wage careers.

PURPOSE

Our goal for the NRC is to create a regional partnership that strengthens the capacity of seven community colleges and their strategic partners to improve the delivery of educational programs and to better prepare participants to obtain the skills, competencies, and credentials needed in the current and future workplace. From the outset, our goal was to use the USDOL's innovative TAACCCT program as a catalyst for larger-scale transformation of the workforce development and community college system.

Atlantic Cape Community College	ACCC
Bunker Hill Community College	BHCC
Capital Community College	CCC
Housatonic Community College	HCC
Kingsborough Community College	KCC
LaGuardia Community College	LCC
Passaic County Community College	PCCC

LIST OF PROMISING PRACTICES

Several promising practices have emerged that make NRC’s efforts potentially sustainable and impactful—both at the individual colleges and the consortium as a whole. These practices are grouped by the consortium’s cross-cutting strategies.

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<u>Use of data and evidence</u>		NRC

EMPLOYER ENGAGEMENT & JOB DEVELOPMENT

Introduction

Engaging employers at the earliest possible point of the development of a program is critical to ensuring buy-in. Instead of developing curriculum based around standard methods, the NRC has worked with employers to develop materials, and developing a strong understanding of what skills are involved prior to receiving candidates. Employers validated institutions labor market research and identified skill gaps, qualities of marketable candidates, preferred certifications, and education levels.

However, it is not always possible to collaborate with employers on program design. Institutions must leverage strategic relationships and seek out new employer opportunities for existing programs. NRC institutions were able to cast a wide net and incorporate non-traditional employer partners. PCCC has built an impressive strategic partnership with the Workforce Development Board of Passaic County, including co-locating, finding ways to leverage funding, referring participants to PCCC and the NRC program, and developing policies. This partnership eliminate redundancies, provide students with more opportunities, and align budgets for greater impact. Also, several institutions have created employer Advisory Councils that review curriculum for relevancy in the marketplace, provide potential internships and job opportunities, and serve as a referral source for other resources in the community. In addition, individual members advise on aspects of programs and help publicize them in the community.

NRC institutions also focused not only corporations, but also small businesses and community based organizations. Identifying and connecting with community based organizations and small businesses can further integrate the institution with its community. This integration allows institutions to diversify their employer networks, and provide local businesses an avenue to higher readymade candidates. Whether with corporations, small business or community based organizations; the NRC has developed creative strategies to identify potential partners.

Maintaining relationships with employers is of primary importance. Institutions must be willing to accommodate the needs and limitations of employer partners, and ensure that working with a college is a value added. Institutions need to focus their outreach strategies on the essential message of what college/students can provide to employer partners. Too often employer engagement strategies rely on electronic communication methods and lack institutions paying personnel attention to employers. Institutions must meet employers on their own ground and not rely on partners always coming to campus. Employers should also be given opportunities to meet potential candidates and see skills demonstrations before interviewing students.

Expanding course offerings to meet employer needs

ACCC

Casinos being the major employers in the area, the college worked with local employers to assist dislocated casino workers in obtaining healthcare training. AtlantiCare Medical Center identified four entry-level occupations in high demand—central service technician, certified home health aide, medical assistant,

and EKG/monitor technician—and Atlantic Cape quickly expanded its course offerings to include training for these occupations. All employer partners advise on training needs, provide clinical opportunities and hire NRC program completers as needed. In addition, AtlantiCare provides scholarships for displaced workers and tuition reimbursement for employees who enroll in NRC programs. Instructors collaborate directly with employer clinical area managers on clinical placements.

Skills demonstrations

ACCC

An effective way to showcase newly acquired skills is to host a skills demonstrations session for potential employers. Program staff set up multiple skills stations throughout the skills lab so that students can perform tasks commonly completed in the field while employer representatives circulate the lab. The employers have an opportunity to observe the students in action and see the breadth and depth of training included in the college's programs.

Decision-Making Day

ACCC

Decision-Making Day is a recruitment event to help students interested in healthcare training programs identify a more specific occupation goal. Prospective students have an opportunity to meet course instructors, learn about specific health professions and responsibilities, and participate in a skills demonstration for the NRC programs of study: Emergency Medical Technician (EMT), Medical Assistant, Patient Care Technician, Nurse Aide, Home Health Aide, and Phlebotomy. Employer representatives participate in a panel discussion on the job outlook and personal and professional “rewards” that come with working in the healthcare industry.

Career Connect virtual job board

BHCC

Career Connect is a great career resource for students: a database of 2,500 employers who have either posted jobs in the past and/or are actively posting. Career Connect forms a robust platform that has mock interviews, resume guidelines, and professional readiness. When the employer relations coordinator is trying to source a particular job, he or she first checks the database to see who has engaged with the college in the past and tries to reignite that relationship.

College-wide job fairs and panels

BHCC

Bi-annual college-wide job fairs draw approximately 65 employers to campus, and there is a lot of preparation leading up to these events. The Career Services department offers workshops—professional readiness, online presence, resumes, networking, and interview skills—prior to these fairs to boost student readiness. The number of attending employers and students has steadily been increasing over the past two years. The college tracks qualitative data from these fairs: surveys from employers during the event, as well as follow-up surveys, to gauge hires and interviews placed. The NRC project team does follow-up calls and

emails. Plus, students are present and involved in a live professional engagement event where they are expected to be professional, polished, and able to interact with employers. The college also offers panels to engage employers in the college: an opportunity to share job opportunities, source internships, and discuss industry trends, which are tremendously helpful for students pursuing career pathways.

Technology networking night (TNN)

TNN was organized by NRC Employer Relations staff in April 2016. The event brought together 84 Computer Information Technology students with 15 industry experts from representatives of middle-size to large technology companies from the Greater Boston area. The event helped connect students with potential employers as well as providing employment advice, networking skills and roundtable discussions. Employers included Tech Connection, TechNetworks of Boston, Logi Analytics, Boston Medical Center, Raytheon and Tufts Technology Services.

Employers doing on-site interviews

BHCC

When working with employers around referrals and interviews, it helps to encourage employers to do on-site interviews. This gives them an added benefit of coming on campus and getting a sense of programs, student demographics, and the climate in general—for employers to know more about the college in general.

Partnership with local university

BHCC

Environmental Science program partnered with University of Massachusetts-Boston (UMass-Boston) to develop a transferable degree program and to create opportunities for BHCC Environmental Science students. Students conduct research at UMass-Boston's School for the Environment through their summer CREST Research Experience for Undergraduates, a competitive program sponsored by the National Science Foundation. BHCC and UMass-Boston also aligned lab curriculum across existing Environmental Science classes to provide breadth and depth of learning for topics common to multiple courses, such as climate change.

Partnership with Access Health

CCC

Access Health of Connecticut (AHCT) has partnered with CCC to provide training to future employees that will assist with job preparedness and increase retention goals. AHCT is the state's official health insurance marketplace created to satisfy the requirements of the federal Affordable Care Act. Together, they developed a Customer Healthcare Technology Specialist training program that is currently being offered at CCC through the grant.

CCC and AHCT saw great value in developing a curriculum that would provide relevant skillsets and competencies that would translate into the workplace and the demands of the community. To successfully create and implement this kind of training the Continuing Education team at CCC worked closely AHCT and a team to serve as an advisory council to develop a relevant curriculum.

Job developer serves as manager and mentor for internship program

CCC

The job developer takes students to the internship sites to tour their facilities, serves as the point of contact for all internship-related questions for the students and the employers, and signs internship contracts with the employers that detail the responsibilities of the students and the employers. The job developer evaluates the students on a weekly basis throughout the internship period and monitors their progress closely. This comprehensive involvement makes the relationship with the employer stronger as the responsibility of managing the student's internship is shared. Especially when things do not look like they are working out, someone can intervene with the student and on the student's behalf. As an example, a given student was not used to the professional environment where she was interning. In speaking with the job developer, the supervisor could discuss the challenge with the job developer who represents the school and the student-intern; the developer can then speak with the student as the advocate and a mentor. Since the intervention, the student has been hired part-time and her hours have been increased. In other instances, by nurturing a strong relationship with employers, employers are more willing to take interns from future cohorts of students with such a system in place.

Employer roundtables

HCC

Employer and other partner roundtables are held in order to maintain contact with the employers and vice versa. These roundtable discussions are an opportunity to discuss programs and classroom topics, trends in careers, and needed training for graduates to be successful in the workplace.

Database for community outreach

HCC

HCC NRC staff maintains a database of community agencies, libraries, and other organizations for mailings and actual site visits to distribute brochures and information on upcoming classes. The student interest form is used to collect the prospective student information from walk-ins and phone calls, which is then entered into the student interest database. Staff attends career fairs to generate student interest and gather contacts from other community agencies and businesses for possible internships or job opportunities for students. A database of all employers that we have contacted is maintained by the Career Development Coordinator. Employers are put into the database with contact info and date of contact in order to ensure we continue employer engagement.

Deckhand Training at Kingsborough Community College

KCC

KCC NRC has launched a training program intended to prepare individuals for employment as Deckhands aboard ferries dinner boats, tugboats, private yachts and other vessels. This 12-day training program offered in collaboration with KCC's Maritime Technology program is comprised of lectures; hands-on work based learning experiences in simulation labs and on boats, as well as two industry certifications: Fire Safety and CPR. All training meets United States Coast Guard standards. NRC aims to serve up to 12 individuals per cohort, and is planning 3-4 training cycles. The program was developed as a direct result of lessons learned after Hurricane Sandy when New York City's (NYC) transportation system was paralyzed by storm related damage. This training will prepare employees to staff newly introduced routes intended to support NYC's aged metropolitan transportation system.

Partnership with Bedford Stuyvesant Restoration Corporation

KCC

Through a partnership developed with the Bedford Stuyvesant Restoration Corporation (BSRC), residents of Central Brooklyn were able to participate in NRC's Food Service Upgrade (FSU) training at a BSRC location. NRC provided the FSU instruction onsite at a BSRC facility and participants who successfully completed the training were eligible to bank one credit. Participants are also eligible for employment readiness and college enrollment support services through NRC's team at KCC. The training was offered over four Saturdays in May, and participants had access to the extensive suite of services provided by BSRC. Residents of Central Brooklyn face geographical and transportation challenges when enrolling in KCC programs. KCC's President Farley Herzek, Bedford Stuyvesant's local politicians and community board initiated discussions about educational opportunities that could be offered by KCC in Bedford Stuyvesant. As a result, NRC was able to offer FSU and bridge local residents to Brooklyn's only community college while also preparing them for employment.

Partnership with Southwest Brooklyn Industrial Development Corporation

KCC

KCC has worked with the Southwest Brooklyn Industrial Development Corporation (SBIDC) to connect residents of Sunset Park and Red Hook to Center for Economic and Workforce Development (CEWD) trainings, and to refer CEWD program participants to opportunities offered through SBIDC. Recently SBIDC was awarded the Brooklyn Army Terminal's Industrial and Transportation Workforce 1 Center and reached out to CEWD to connect NRC students to employment opportunities available through the center, and also refer WF1 customers to CEWD trainings. As a result of the partnership WF1's employer partner Jacques Torres Chocolate hired one NRC culinary arts graduate so far.

Collaboration with New York City Department of Small Business Services

KCC

KCC staff regularly engages employers and invites employers to provide work based learning opportunities. KCC is working with NYC's Small Business Services (SBS) to recruit via SBS's weekly digital newsletter which reaches 10,000+ individuals throughout NYC. KCC is working with the WF1 center in Coney Island and Brooklyn Army Terminal to recruit for training and identify employment opportunities. NRC collaborated

with Bedford Stuyvesant Restoration Corporation (BSRC) to offer Food Service Upgrade training in May 2016. Training was conducted at BSRC's location and was comprised primarily of residents of the Bedford Stuyvesant and surrounding communities.

Building on NRC's partnership with the Community Health program, SBS, New York's Alliance for Careers in Health Care (NYACH) and Community Care Brooklyn (led by Maimonides Medical Center) asked Center for Economic and Workforce Development (CEWD) and Office of Continuing Education to develop a Health Coach training. This credit-banking program provides upskilling to incumbent Medical Assistants to train as health coaches. The new curriculum modules will be submitted for review, and future course adoption by the Community Health program. Additionally, funding from the Petrie Foundation was awarded to develop a new degree track that combines Certified Clinical Medical Assistant training with health coach/patient engagement skills. Partners on the project include CEWD, Office of Continuing Education and the Community Health program.

CLIP intern workflow

LCC

Master's in Social Work (MSW) interns provided case management services to the students in the grant classes. Interns interview each student and identify issues and concerns requiring further intervention in the following areas: career exploration and connecting career goals to academic majors in the college; work referrals through the Career Development Center; professional etiquette training, time management concerns, creating and updating resumes and a LinkedIn account; and financial advice regarding loans, living situation, family/support network, and other issues. The interns provided individual follow-up counseling sessions and made community or in-house referrals as indicated. Similarly, the interns conducted presentations in the TAACCCT classes around career exploration, resume writing, the basic job search process, and interviewing for jobs. Again, the interns provided one-on-one sessions for students who wished to explore websites like Career Zone or needed assistance in completing their resumes, following up with their financial aid applications, etc.

In collaboration with classroom instructors, the tasks of the MSW interns include the following.

- a. Maintain student files-intake forms and ongoing documentation.
- b. Document student profiles (including missing docs, absences, incomplete work, etc.)
- c. Provide caseload data on TAACCCT students (both academic and work history)
- d. Help instructors with creating resumes/LinkedIn pages.
- e. Conduct workshops on work and school-related topics, including test anxiety, time management, connecting college majors to a career trajectory, etc.
- f. Follow up with exiting students on College-wide first alert system.
- g. Provide personal counseling and referrals for individual students requesting assistance.

Labor market information (LMI) based market research

LCC

LMI helps us identify which employers are hiring and for what occupations. LCC strategizes outreach using employer NAICS codes to target a group of employers that all operate the same kind of business. Employers validate LCC's labor market research, identify skill gaps and qualities of marketable candidates, and preferred certifications and education levels. Then participating in job fairs, business expos and networking events enables LCC to stay ahead of trends, maintain and active presence in the community and develop new partnerships. If no employer partnership exists, LCC does market research followed by "cold calling" through social media, phone and/or email with the goal of getting that initial meeting. Leverage connections with small businesses established through small business support programs. Follow up on leads from staff, students (including self-placements), and community based organizations.

Leverage first contact with employers via specific questions and sales debrief

LCC

When employers first engage LCC it's typically for a specific job vacancy, internship or training need. LCC uses this as a starting point for a larger discussion around how they can meet a variety of hiring and talent needs through a deeper partnership. Questions they ask are as follows:

- What type of inquiry is this?
- Who are the main points of contact(s)?
- What skills are most in demand?
- What education levels are required?
- Are there certifications that will add value?
- Are any new location openings forecasted?
- What are their hiring projections and cycles?
- Are they interested in partnering with LaGuardia on training initiatives?

Then a sales debrief is completed by LCC's employment team after every visit or call. Formalized employer partnership (with roles and responsibilities) relating to program development and implementation is then developed. For example, at Weill-Cornell Medical Center, there was high turnover and low fill rates in their revenue cycle management department. A connection was made through the Harvard Business School alumni group. As of now, the program includes:

- Employer-informed screening and assessment, curriculum, and job readiness
- Onsite employer events: welcome and WCMC tour, EPIC training, round robin interviews
- Real-time feedback loop for program improvement.
- Piloted as tuition program; now offered free thanks to grant-funding

Resume prep and mock interviews

LCC

The LaGuardia NRC team places a great emphasis on resume skills and mock interviews. The participants meet with three different individuals for recorded and live mock interviews. Additionally, after resumes are built, they are edited and finalized by members of the Green Ladders team and the Career Development

Center. At exit interviews, the participants receive finalized resumes digitally and in print. Additionally, the participants are better prepared for live interviews with employers.

Job search plan workshop for students

LCC

EMT/Paramedic graduates seem to like to apply to every employer and then, when the employer responds, graduates find the location is too far, there is no public transportation, or this is not the job they wanted. Therefore each cohort has a job search plan workshop where employer locations, proximity to public transportation, benefits and pay rates, requirements, opportunities for advancement, and other employment information are distributed to students. Prior to graduation, each student will prioritize their job search based upon these factors. The plan is reviewed and discussed with the career counselors prior to graduation.

Emergency Medical Technician/Paramedic Jobs Club

LCC

Employers come to campus to meet with graduates of the Emergency Medical Technician (EMT) program. Representatives from employer partners make presentations to students and conduct interviews on the spot. Before the Jobs Club event, the program staff sets expectations for the students. Staff encourage students to wear uniforms and prepare them to speak clearly about their goals and prior experiences. Employers are engaged early on; staff works with the employers to confirm attendance, number of job openings, and expectations; obtain literature and handouts in advance; and arrange for smart room/computer access and parking. Employers talk to program graduates about their companies, answer questions. The employers come on campus before the students or right after the students get certified to minimize the time that they have to wait before being fully employed.

Green ladders program employer engagement outcomes

LCC

The Career Development Center (CDC) continues to research job opportunities and inform Green Ladders graduates of employment opportunities with clear instruction on how to apply. The CDC also advises graduates to inform the employment specialist of their completed application, in order for the CDC to follow-up with the employer on their behalf. CDC staff regularly attends job fairs to make contacts with new employers. The CDC researches and attends industry related meet-ups and networking events. This is part of the CDC's effort to field engagements with employers with the purpose of securing a follow-up meeting and/or point of contact for employment opportunities. The Career development Center conducted Videotaped Mock Interview Sessions to prepare students for their upcoming sessions with employers.

As of September 2016, of the 126 students enrolled in the Green Ladders, 125 received work-based learning and 45 graduates were placed in jobs through a combination of CDC referral efforts, and CDC training resulting self-placement. Additionally, the CDC has been working to provide continued support to graduates through regular engagement with their Case Manager.

Engaging employers with new program & curriculum development

LCC

Instead of developing curriculum based around standard methods, the Green Ladders program worked with employers to develop materials, thus meeting potential employers as well as developing a strong understanding of what skills are involved prior to receiving candidates or designing a final class. Employers validate LCC's labor market research and identify skill gaps, qualities of marketable candidates, preferred certifications, and education levels.

Partnering with local Workforce System

LCC

Although recruitment has been successful in the past, LCC has held additional meetings with community partners to screen for strong applicants ahead of recruitment. Community partners are advised on what makes a good candidate and are able to reach out to their constituents before sending them to NRC's info sessions. LCC partners with the New York City Workforce System in a number of ways:

- Engage local Queens Workforce 1 Career Center to recruit participants for both Green Ladders and EMT trainings.
- Send flyers to the centers to be shared with eligible job seekers
- Target outreach to the healthcare community through partnership with the NYC Workforce 1 Healthcare Career Center, with whom we work to identify candidates for healthcare training programs, including EMT and Paramedic.
- Students in the EMT and Paramedic programs participate in career fairs hosted by the NYC Workforce 1 Healthcare Career Center.
- Green Ladders has partnership with Upward Upbound who run a local Workforce1 Career Center in conjunction with NYC Department of Small Business Services, plus a Jobs-Plus site in Astoria Houses—this allows us to recruit more area job seekers

Attend job fairs with students

PCCC

The job fairs provide a good opportunity to establish new employer contacts and ensure we are meeting regional labor market needs. Fairs also give students a chance to interact with the employers for the first time and serve as mock interviews before the real thing. The job developer can observe students' interactions and provide feedback to be employed when they interview for open positions.

Follow-up communication

PCCC

After program ends, job developer calls all Emergency Medical Technician and Emergency Medical Dispatch employers and finds out their hiring needs, and sends out an email to all graduating EMT students outlining these employer/position requirements. The administrative support assistant calls all students and

asks their intentions about applying for those openings; a list of those applicants is then sent to the employer. Calls or emails are made after any interviews re: feedback from employer and if job offer was made.

Connecting employers with other employers

PCCC

Eva's Kitchen is a non-profit social service organization serving local homeless, poor, substance abusers, and hungry community members. PCCC and Eva's have partnered for work-based learning and employment opportunities for NRC's Institutional Food Service program participants. Edible Arrangements, on the other hand, is a franchising business that specializes in fruit baskets. The job developer met with Edible Arrangements' director to build a partnership and discovered they were looking to add baked goods to their existing products. She introduced the two organizations as a chance for students already getting work experience via Eva's to get more with a private company. In another example, Paterson Public Health is scheduled for a meeting with Eva's to bring those same baked goods to the farmer's market in Paterson this year. Through Goodwill Industries, the job developer brought a mobile application to Eva's named Shiftgig, which helps those with barriers to full- or part-time employment find shift jobs.

Engage employers in curriculum development and training

PCCC

PCCC has developed a collaborative partnership with PSE&G (utility company) to offer an Energy Industry Fundamentals course. PSE&G helped find an instructor and provided test administration at PCCC. PSE&G is working with graduates to increase pre-employment test pass rates and potentially hire them and believes this program could eventually serve as a model program for New Jersey.

Advocate for graduates with employers re: job descriptions

PCCC

The job developer contacts employers about expanding job requirements to accommodate graduates' qualifications. As a result of this practice, applicants who would not normally be considered for an interview were granted interview and hired. For example, Community Blood Service had a dispatcher position that required a medical assistant applicant. The job developer contacted the employer and talked about what is taught in our Emergency Medical Dispatch (EMD) program and how hiring one of PCCC EMD graduates would benefit the company. The company opened up the application for EMDs and hired two of PCCC graduates. The job developer persuaded Cardinal Ambulance Company to create an EMT/EMD job for somebody who is dual-certified.

Attending community-based organization meetings

PCCC

For example, the job developer will be attending meetings at Wafaa, a nonprofit organization that helps individuals and families through support and various social programs. Wafaa will serve as an externship site for NRC's Community Health Worker program; meetings will hopefully lay the groundwork for a future

partnership between the two organizations. Other organizations include Health Care Advisory Board Committee, Partnership for Maternal and Child Health, Bergen Board Of Health, St. Joe's Hospital, St. Mary's Hospital, Medicare and Medicaid quarterly meetings, Catholic Charities, and SOS Vets stakeholder meetings; the job developer works with them to identify support services that the enrolled students need and can follow up on campus with the right resource.

Partnership with Workforce Development Boards (WDB)

PCCC

PCCC has begun to build a strategic partnership with the WDB, including co-locating, finding ways to leverage funding, referring participants to PCCC and the NRC program, and developing policies and working on Workforce Innovation Opportunity Act implementation together. This partnership will ultimately, eliminate redundancies, serve people better, integrate with the college to provide students with more opportunities, and align budgets for greater impact.

STUDENT SUPPORT SERVICES

Introduction

A key strategy for the NRC was providing comprehensive outreach, assessment, and student supports services. The NRC provided several support services for participants including intensive outreach, screening, and assessment for program entry; resiliency supports; career coaching and planning; and utilization of an integrated planning advisory system (IPAS) to help monitor student progress. NRC colleges provided support services across three primary content areas: career, personal, and academic. Career supports include assistance in job or internship placement, interviewing skills, and resume development. Personal supports include assistance with life challenges that are interfering with academic progress, such as food security, housing issues, transportation, and childcare. Academic supports address content-specific assistance in courses or programs to enable students to master the skills and competencies needed to advance in the program and earn industry-recognized or postsecondary credentials. NRC Colleges focused on personalized, 1:1 support services for students.

Career Awareness Program (CAP)

ACCC

CAP is presented by the college health professions recruiter/advisor during a small-group lunch-and-learn session. The recruiter/advisor is then available to meet one-on-one with interested students by appointment or advice students by phone and email. Resume writing and interview skills workshops are scheduled in advance of clinicals and work-based learning opportunities so students can confidently provide a resume or take an interview during their clinical. In select programs, employer partners are invited to a Student Skills Demonstration Day prior to the clinical so students can start to interact with potential clinical hosts.

Full-time program specialist

ACCC

During intake, participants are asked to share information about short- and long-term career and education goals. This information is used to identify common areas of interest and develop an information session on healthcare educational programs and professions of interest to enrolled students. The program specialist can provide pertinent information/advice about individual interests during the course of the program. Referrals are also made to college healthcare admissions specialist as warranted. Initial counseling provided when prospective student expresses a general interest in healthcare training programs seems most beneficial. The overview provided about the various occupations (responsibilities, work environment, etc.), growth prospects, and training programs assists the prospective students in making informed choices about career options.

Effective communication with students

BHCC

Some of students are in NRC majors, while others have not transitioned into an NRC major, but are being touched by resiliency concepts in a class given by an NRC faculty member. The Career Coach follows the majors that all BHCC students declare. If students declare general major, she contacts them to learn more about what they want to study. If the students are undecided, she talks about NRC programs of study to engage their interests to pursue those programs. She also informs them of all the support services that are available if they were to pursue one of NRC majors such as employer coordinators and student success coaches who have a variety of professional experiences and act as liaisons to employers and/or as mentors to students. Staff visits classes to let students know, directly, about the services offered under the grant.

The Career Coach/Program Liaison contacts via email and phone students who have filled out the intake to introduce herself and remind them of different events and services during the year. If the student has less than seven classes to graduate, she informs the student of all the career services that are available. She makes sure to give them the name of the employer relationship coordinator in the student's program area. She reminds the students of different fairs and workshops that are coming up such as job fairs, and the "choosing a major workshop". Current students get an early registration option which is not available to new students: unregistered students are encouraged to register for the classes before the new students come in—another opportunity to check in with them to see how they are doing and to give the feeling that somebody who genuinely cares about their education is looking out for them.

In spring 2016, BHCC's Career Coach/Industry Liaison has had personal contact with more than 125 students from NRC-funded programs in which resume preparation, educational planning, career objectives and goal setting were discussed. She also reached out electronically to more than 800 students in NRC courses/programs to encourage the completion of the NRC intake survey.

As a result of effective communication with students, eighty-four NRC students obtained services from BHCC's SingleStop which connects students to state and federal financial resources and local community

services. The aim of SingleStop is to help students surmount economic barriers, continue with their education, and move towards economic mobility with the ultimate goal toward ending cycles of poverty.

Faculty involvement

BHCC

BHCC's greatest success in getting the word out to students has been through faculty involvement. The NRC staff asks for feedback from students regarding how they have heard about their events: "an announcement from faculty" is the feedback they hear most often. Staff tracks which classes students choose to take the intake form in—knowing who has bought in as a resource for the NRC.

Faculty has also been very proactive engaging with employers. Faculty from the Paramedic Program at BHCC has had discussions with LifeLine Ambulance Company (Woburn, MA) to develop a partnership in which Lifeline would encourage their employees to enroll in BHCC's program.

Faculty has been very willing to add the resiliency competencies into their programs. This requires building the NRC Competency tables for each of the courses. BHCC provided a Computer Media Technology (CMT) gaming project assignment to Smart Sparrow to be used as a model for project-based time-management instruction. NRC faculty participated in webinar discussions and telecons with NRC principals to discuss Smart Sparrow projects and to further define the components to be included in the Smart Sparrow instructional module on Time Management. BHCC faculty participated in a Spotlight round-table with the Content Developer/Editor. This was a recorded two-hour session that the Content Developer produced as a round table discussion of the CMT and Computer Information Technology (CIT) participation in the NRC consortium.

Full-time Recruitment and Retention Specialist

CCC

Retention for the NRC programs is significantly higher than the college retention. CCC NRC has a full time Recruitment and Retention Specialist who contacts students on a regular basis, encourages them to attend classes regularly and works with them to resolve barriers to attendance. The Recruitment and Retention Specialist helps the students register for classes and build productive relationships. The Recruitment and Retention Specialist has attended various college/career fairs to promote CCC NRC's programs and recruit new participants. The Recruitment and Retention Specialist also continues to follow up with students to get missing information to complete their files. In addition, the Recruitment and Retention Specialist continues to work with the Symplicity Insight (IPAS System) implementation team and IT to get student Symplicity sign-in computers up and running outside of counseling. Students have been logging in to make appointments with counselors and advisors. The counselors are now fully utilizing the Kiosk tool, and students are logging in to make appointments with advisors, counselors, career services etc. The implementation team continues to have biweekly meetings to discuss the day to day operations of the system as well as how to get faculty and students fully engaged in utilizing the system. The Recruitment and Retention Specialist planned a multi-day student kickoff event to show students how to use the appointment tool and make them aware of the new online advising tool.

Use of Integrated Planning and Advising Services (IPAS)

CCC

CCC is using Simplicity Insight to integrate a college-wide tracking system for students to ensure barriers to program completion are identified, addressed, and overcome. They get an early alert from the faculty members on at-risk students and reach out to them. Because of the ease of the system for the faculty to report, more students with barriers are identified at an early stage. Students can use the system to make appointments with counselors and advisors, request tutoring, and more. The system draws information from Banner so that advisors can view all academic information and plans and add their notes. The system also includes an Early Alert feature that provides advisors with a list of “students of concern” referred for academic, behavioral, or well-being issues. The Career Service Module (CSM) of Simplicity features resume builder tools, an employer database, and mock interview tool. Students can search jobs, and employers can search for student’s resumes. A student will pick the questions they would like to be asked and then pick the interviewer who will ask the questions they have selected. They will be recorded and can send the recording to others to give them feedback on how they did. Data reported in June 2016 shows that there were 182 employers who used the Career Service Model system. There were also 945 visits to the CSM site in 2016, and 535 in 2015.

The counselors are now fully utilizing the Kiosk tool, and students are logging in to make appointments with advisors, counselors, career services etc. The implementation team continues to have biweekly meetings to discuss the day to day operations of the system as well as how to get faculty and students fully engaged in utilizing the system. The Recruitment and Retention Specialist planned a multi-day student kickoff event to show students how to use the appointment tool and make them aware of the new online advising tool. Since Capital has started using the IPAS system, they have processed 435 CARE Reports/Early Alerts. Faculty are satisfied with the ease of using the system and its accessibility. As of 06/30/2016 412 students have logged into the system to utilize the appointment tool, 18 of which are NRC participants.

Manchester Community College has been interested to learn about Capital’s experiences with the IPAS system, Simplicity Insight, as they have purchased the same system.

Veteran's Oasis Center

CCC

Through the grant, CCC opened a Veteran’s Oasis Center (VOC). VOC provides counseling services and serves as an academic success center to Veterans. The services offered include; workshops specific for Veterans, orientation and advising, benefit certification, advising grant student Veterans on PLA credit, course selection and registration, wrap-around services with Veteran’s Administration and community-based organizations to provide holistic support services, monitoring of students via IPAS to identify those with further needs/referrals. The Veteran Services Coordinator runs a Veterans Resource Support Group every Monday and holds Student Veterans Club meetings twice per month. She emails the OASIS Newsletter to all Veterans twice a month and recruits at the Veterans Administration once per month. She

offers workshop on Navigating the Veterans Administration System which is usually hosted by the American Legion. On April 26, 2016, VOC honored female veterans at a Breakfast for Female Veterans event with guest speaker, Lt. Col. Lesbia Nieves. Lt. Col. Nieves gave a powerful presentation of her life's work that helped to inspire the attendees. The Student Veterans Club donated funds to purchase personal care items and sweets for the residents of South Park Inn Shelter and also sponsored a clothing drive for needy Veterans there.

Academic mentors

HCC

Since each participant comes to the NRC at a different point in their life, staff are cross-trained to make a personal connection with each student, address their individual needs, and boost retention rates. Staff are also designated as academic mentors for particular classes where they serve as an extra resource for students and faculty. Academic mentors facilitate workshops on resiliency and job readiness, and maintain consistent communication with instructors to ensure student success. He or she will return to the classroom throughout the semester to deliver four 10-minute workshops on resiliency and job readiness. If students fall behind or accumulate too many absences, the academic mentor can step in, if needed, to provide tutoring information, study skills techniques, etc.

Resiliency workshop during orientation

HCC

HCC gives orientation to all new students enrolled in a program of study. Although student orientation has happened at HCC for many years, it has changed significantly and a day was added starting with fall 2015 Orientation. With an extra day the NRC grant staff capitalized on the topic of resiliency with the enrollment committee and were able to get it included in the first day of orientation and in online orientation. During the Spring Semester orientation, a 30 minute resiliency workshop was given to all new students. The workshop focused on study strategies and classroom behaviors to help students navigate their future classroom experience at the community college level. Students were given a survey prior and post workshop to ascertain the workshop's helpfulness. At this point the grant staff are just starting to collect data to possibly showcase this as a best practice for student success. They will be following students through their semester and beyond to measure this. A total of 30 students participated in the survey. Here is the survey questions and summarized results for the fall 2015 orientation:

Q1 - Study Strategies Used - Pre Workshop	% of Students Utilizing Specific Strategy
Q1A - Flashcards	73%
Q1B - Scheduling Specific Time	60%
Q1C - Smartphone Apps	53%
Q1D - Taking Regular Breaks	70%
Q1E - Using a Reward System	30%

Q1F - Group study sessions	33%
Q1G - Highlighting/Post-It notes	90%
Q1H - Reading out Loud	57%

Q2 - Pre/Post Workshop	Pre % of Correct Answers	Post % of Correct Answers	% Increase
Identify all class room behaviors that are not acceptable.	7%	63%	56%
Q3- Pre/Post Workshop	Pre % of Correct Answers	Post % of Correct Answers	% Increase
Identify all emails that are unacceptable when writing to a professor.	23%	77%	54%

Q4 - Post Workshop	Avg. Survey Rating
Did you find this workshop helpful? (1 not helpful / 5 most helpful)	4.67
Q5- Post Workshop	Students who plan to utilize strategies
Do you plan to use any of the strategies learned at this workshop? (Y/N)	100%

Intake assessment packet

KCC

NRC program counselors have developed an intake assessment form for all Continuing Education (OCE) students based on the more extensive Individual Service Plan used during the week-long Culinary Arts and CHW Bridge training (three-session orientation before coursework). This form allows students to identify areas of concern and need at the time they are completing program intake materials, without feeling like they are divulging too much personal information. For example, one question lists all the possible resources students have available, and asks them to check which ones they believe they would need—the student learns what is available and can decide, rather than feeling diagnosed. KCC’s intake packet of which this form is part is a comprehensive set of documents which thoroughly assesses applicant eligibility while simultaneously collects all necessary participant-level information required to report to US DOL for annual performance reports.

Quality assurance policies and procedures

KCC

KCC’s quality assurance policies and procedures were acknowledged on both CCP and NRC monitoring visits by DOL as the most effective best practice. Thoroughness of quality assurance practice has KCC in an audit-ready state at all times. Management and front-line staff conducted several layers of quality

assurance in preparation for the monitoring visit, which facilitated the availability, and clarity of information on the day of the visit. These tools were shared with the lead college and the consortium partners, and were disseminated at the National Council for Workforce Education. This is how KCC accomplishes it -

- Ensure data is clean for reporting
 - Dedicated Data Specialist who understands database & program
 - Accept complete participant information from the program
 - Review database for discrepancies & inconsistencies
- Program monitoring
 - Weekly - Participant file audits (file & database record matches)
 - Monthly - Review Progress Report (USDOL outcomes)
 - Quarterly - Data Entry Review
 - Annual - Program mock audit
 - Review Annual Report (USDOL outcomes)
 - Stage a USDOL-like monitoring visit with the Program Director
- Impact
 - Data is used to carry out the following operational tasks -
 - Tracking programming/participant's progress
 - Program planning/forecasting (budgeting, programs, books, equipment, program specific-inventory, space, facilitators)
 - Marketing/advertising for future successful participants
 - Research and evaluation (impact and need for programs)

Sector-specific and generalized resiliency modules and workshops

KCC

Resiliency-related activities, workshops and modules align with occupational training and can increase participant resiliency within the field of training, as well as their daily lives and careers. The contextualized resiliency modules within Culinary Arts training focus on the prevention of, preparation for, and response to emergencies in food service operations—understanding the role of food service providers in emergencies. Scenarios range from small, localized emergencies such as power outages, burst pipes, sick customers, and injured staff, to larger scale disasters such as hurricanes. Certified Nurse Aide, Certified Clinical Medical Assistant, Emergency Medical Technician and Credentialed Alcoholism and Substance Abuse Counselor trainings also include similar resiliency training. Topics include personal preparation for emergency situations, handling diversity (supported by Federal Emergency Management Agency online materials), identifying triggers in the workplace, and dealing with stressful situations at work. Furthermore, resiliency training is extended to NRC staff and has covered topics at departmental staff meetings including personal preparedness for emergencies, identifying “red flags” when dealing with students in crisis, and responding to on-campus emergencies. In addition, soft skill training is integrated into Bridge Seminar and employment workshops; technology skill assessment and training is offered to NRC Community Health Worker students and discussions are underway to expand this offering. NRC is collaborating with KCC’s “Student Success Faculty Interest Group” to share resiliency training best practices with credit faculty

members interested in integrating these lessons into their courses in order to improve credit students' executive functioning and increase success.

Professional development sessions

KCC

Weekly professional development sessions for Culinary Arts and Community Health Worker students connect the Associate Director of Student Services with students in order to better understand their needs on an individual and communal level. College, counseling, and employment staff run sessions throughout the semester, and students become more familiar with the services available program-wide. This intervention is preventative as well: when student issues arise through individual or group activities, staff is able to intervene and address them in a timely manner.

Quantway style of contextualized learning in the culinary program

KCC

Kingsborough has incorporated the Quantway style of contextualized learning into their culinary program in order to make remedial subjects more accessible to students of diverse educational backgrounds. Success in the culinary field depends on essential math concepts such as fractions, ratios, and percentages. The curriculum team at Kingsborough has developed contextualized math lessons around realistic problem situations that a Chef may find himself in, and students must understand and apply crucial math skills. Quantway is a pedagogy that makes remedial math more palatable to students of diverse educational backgrounds. Quantway delivers math content through contextualization, and while its lessons are contextualized for multiple disciplines, the culinary arts is not one of those disciplines. As success in the culinary field depends on a basic proficiency in math, and students are more likely to engage in content that is relevant to them, it is important that Kingsborough finds a way to re-contextualize Quantway for the Culinary Arts.

For these reasons, the curriculum team at Kingsborough has created, and is in the process of refining, eight Quantway-style lessons that put essential culinary math concepts such as fractions, ratios, percents, etc. in a context students can relate to. Each lesson revolves around one or more realistic problem situations that a chef or culinary student might find him/herself in, and each situation requires students to understand and apply crucial math content. For example, in one problem situation, students must help a chef cost a recipe using a standard costing form. In order to do so, they must be able to calculate unit costs and profit margins, culinary concepts that rely on an understanding of fractions and percents.

Math topics include (but are not limited to):

- Percents in Many Form
- Picturing Data with Graphics
- Counting and Interpreting Percentages
- Dimensional Analysis

- Kitchen Ratios
- Unit Rates

Culinary concepts include (but are not limited to):

- Yield Percent
- Increasing/Decreasing Recipe Size
- Converting Units of Measure
- Recipe Costing
- Food Cost Percent

In spring 2016, the KCC curriculum committee approved a curriculum for a new Quantway-style mathematics course for the workforce and Associates Degree programs in Culinary Arts. The proposal is now under review by CUNY. Meanwhile, CEWD has developed six lessons for the new course and will continue to develop two more. CEWD will continue to work with mathematics and culinary arts professors to fine-tune the lessons.

Accelerating credential acquisition for the CUNY language immersion students

LCC

The City University of New York (CUNY) Language Immersion Program (CLIP) at LCC is an academic English as a Second Language (ESL) program for immigrant students accepted into CUNY who lack the English-language skills to begin their credit studies. LCC's CLIP population consists of basic and intermediate English language learners. Students receive content-based instruction for 25 hours per week for one year. In 2014, CLIP was asked to join the NRC. CLIP serves beginning and intermediate English language learners, mainly immigrant students.

In spring 2016, three CLIP classes were given with the NRC FEMA certification curriculum, 65 students completed the course and 59 students (91%) passed the online FEMA certification test. A total of 55 students (85%) completed resumes. As part of the curriculum, each class participated in one or more field trips to the NYC Office of Emergency Management, the Museum of Natural History, the 9-11 Memorial site, the New York City Fire Museum, and the United Nations. Students also attended a lecture by a member of the Community Emergency Response Team (CERT) at LCC and one class attended a Ready New York presentation given by the NY Office of Emergency Management staff. Outcomes for spring 2016 demonstrated strong gains on the CUNY-wide placement exams: 65 students retook the CUNY Assessment Tests in reading and writing; 25 students (38%) passed the CUNY Assessment Test in Writing and 20 students (35%) passed the CUNY Assessment Test in Reading. Previously, CLIP has taught the FEMA curriculum over four terms: spring 2014, fall 2014, spring 2015, and fall 2015. During this period, 260 students completed the curriculum with 211 students (81%) obtaining FEMA certification. Of the 260 students who completed NRC classes, a total of 156 students (60%) entered credit studies at LCC.

Faculty from the NRC project presented on their work at two separate venues, the 2016 NYS Applied Linguistics Winter Conference held at Columbia University and the annual All CLIP faculty development day held at Borough of Manhattan Community College/CUNY. The presentation focused on the content instruction provided by the NRC FEMA model. Panelists shared different aspects of the project such as the need to use scaffolding techniques to help students learn vocabulary and content as well as practice academic skills such as annotating and conducting research; the interdisciplinary approach of integrating literacy skills, academic skills and science knowledge; and the introduction of academic disciplines in STEM along with the range of jobs related to disaster preparedness, from engineering to public safety.

SAVE EMT Program

LCC

An example of best practice in this area is the combination of rigorous intake *and* the provision of integrated basic skills and program content at LCC. At LCC, students may enroll in the SAVE-EMT program, which adapted the Integrated Basic Education and Skills Training (I-BEST) model to help students with lower level TABE scores pursue the Emergency Medical Technician program. The Washington State Board of Community and Technical Colleges pioneered the I-BEST model, in which basic skills instructors and technical faculty jointly design and teach college-level occupational classes that admit basic skills-level students.

LCC recruits low-skilled adults for the Supporting Adults through Vocational EMT Training (SAVE EMT), for those who don't meet the entry-level reading requirement for the existing program. It is an intensive program including contextualized basic skills in a team-taught classroom, psychological trauma resiliency curriculum, career development and support services. The SAVE EMT Program is designed for non-traditional adult students, reading at the 8th grade level and above, who face educational, economic and other disadvantages that can impede the completion of the rigorous course of study leading to certification as an EMT. The program serves as a gateway for low income and low skilled adults to enter into this high demand health services profession and entails a comprehensive intake process, team-taught classes that include an EMT faculty member and a basic skills educator with expertise in teaching developing adult learners, content-based/contextualized basic skills instruction that allows students to deepen their mastery of EMT training materials and build math and literacy skills, job-readiness counseling, resources for family and economic support, and job placement activities.

Shared drive for team

LCC

Non-confidential case notes, academic progress, attendance, progress on all academic plans, and homework are placed on a shared drive so all team members can access them to review and understand the status of each student in the cohort. The EMT technical instructor, the adult education basic skills instructor, the health retention specialist, the job placement specialist, the program coordinator, and the assigned educational case manager can review the progress of any student and be aware of any issues involving the student. The data will show students' GPA, attendance, warnings received and dates, make-

up sessions and study halls attended, etc. Summaries are discussed in the weekly meetings held by the EMT technical instructor, the adult education basic skills instructor, the health retention specialist, the job placement specialist, and the program coordinator.

Vestibule

LCC

The impact of the early intrusive support that LaGuardia is providing to EMT students have shown incredible outcomes. LCC has a two week in between assessment and intake where students come and get some entry level introductory coursework, bridge into the class. This gives students the opportunity to see if they like the class. It allows the program managers and teachers identify the most qualified and best students as well as students who are likely to drop. LCC uses the vestibule as a way for students to test out the class and a way for the instructors to test out the students. This practice has had a positive effect on LCC's completion and retention rates.

Meeting with Veterans organizations

PCCC

In order to gain knowledge on support services available to Veterans and their spouses, the job developer attends Catholic Charities and SOS Veterans stakeholder meetings monthly. She then refers students to the appropriate agency or person for support. Plus, if any of the Veterans who are enrolled in a grant program need support services, the job developer reaches out to the Veterans coordinator at the college or the Passaic County Veteran's officer. Passaic NRC also has a support service manual specifically for Veterans.

Orientation

PCCC

At orientation, students are provided with an overview of the program and the institution. The Career Counselor gives a presentation on study skills. The Job Developer (JD) talks about the expectations from the students, the requirements of the grant, and the things that are coming up in the semester. JD gives them an employment book that she obtained from the One Stop Career Center. JD gives out program specific information in the form of articles, association material, key words handout, handout on different type of search engines, resume templates. During orientation the JD puts her contact info (her name, office number and email) up and has all the students save it in their phones. All the students are required to send JD an email to confirm that they've saved her contact information. And she does icebreaker activities to get to know the students better.

CAREER PATHWAYS and PRIOR LEARNING ASSESSMENT (PLA)

Introduction

NRC colleges have designed career pathways by implementing stacked and latticed credentials. The implementation of stacked and latticed credentials varies among the NRC colleges. In some cases, formal agreements have been adopted between two continuing education programs, or between a continuing education and credit-granting program. With the exception of BHCC, these agreements tend to be program-specific, rather than campus-wide. In general, the shorter-term credentials offered by the NRC colleges reflect competencies and skills that lead to entry-level jobs.. In new programs, credentials also reflect entry-level job opportunities, and colleges are engaging in important discussions to connect these short-term credentials to existing educational pathways.

Each college in the consortium is looking into ways to adapt PLAs into their institutions as a way to help accelerate the graduation process for their participating students. As of August 2016, Capital, Bunker Hill, Atlantic Cape and Passaic County community colleges have officially adopted the NRC PLA standards.

Many people gain verifiable college level learning from areas such as¹:

- Work experiences
- Licenses, certifications and other credentials
- Military training
- Seminars, workshops and in-service training or placements
- Continuing professional education
- Non-credit courses
- Study at institutions not formally accredited
- Learning through on---line and Open Educational Resources (OER), such as MOOC's
- Volunteer work-in the community
- Hobbies and recreational activities
- Independent reading and research²

Methods that the colleges can use to articulate work-based learning into PLA include:

- Portfolio-based assessment of the student
- Intra institutional articulations or work-based /experiential learning experience to credit or non-credit
- Third-party occupational specific paradigm: External degree granting institutions looking at specific occupations. ³

PLA at ACCC

ACCC

ACCC is one of the colleges that has adopted the PLA standards developed through the NRC. ACCC and NRC have engaged Thomas Edison State University (TESU) to provide an evaluation and credit

¹ This list provides examples and is not exhaustive

² (Travers 2015)

³ (Damato 2016)

recommendation for the National Health Career Associations certifications for Phlebotomy and Clinical Medical Assistant and the International Association of Healthcare Central Service Materiel Management certification for Central Service Technician. TESU is also providing an evaluation and credit recommendation for another client for the New Jersey Certified Nurse Aide and Certified Home Health Aide certifications and the National Health Career Associations certifications for Patient Care Technician and EKG/Monitor Technician. Credit recommendations are expected to be made by late summer/early fall. Once the evaluations are completed and TESU assigns college credit for the certifications, ACCC will award the recommended number of credits to students who have earned their certifications upon completion of their program of study.

ACCC's PLA Institute is a promising practice for faculty engagement. The Vice President of Academic Instruction at the college sent an email to department heads to inform them of the opportunity, and, as an indication of leadership and commitment, the college is encouraging faculty engagement with the PLA Institute by providing a \$300 stipend to faculty who attend both training days and develop either a portfolio review or a challenge exam.

Students in NRC programs may also receive credit for prior learning through CLEP exams, current professional license or certification, portfolio review, and military experience. Furthermore, ACCC has robust PLA opportunities for students, who can earn up to 25 college credits that can be applied to an Associate's Degree in Technical Studies by demonstrating college-level knowledge and competencies from experiences outside of a traditional postsecondary education. The PLA process can be modified or customized to fit different career aspirations.

Fast track certificates

BHCC

BHCC is implementing several new credit-based programs as part of the NRC. As part of these new programs, the college has developed fast track certificates for information technology and environmental technology to accelerate time to credential attainment. These short-term certificates stack to higher-credit certificates and/or Associate Degrees. Several of these certificates can be earned in eight weeks, and award a full semester of credits.

Challenge exams

CCC

CCC faculty in the Mobile Applications program created three challenge exams to allow students to test out of credit courses. If continuing education students pass these exams, they will receive credit toward the Mobile Applications certificate and degree program.

Internal articulation agreements

HCC

An emerging best practice is the continuing education and credit-based program alignment occurring at HCC. HCC has aligned three computer support Continuing Education (CE) courses with three credit-based courses in the Computer Information Systems (CIS) program. Students who complete

the three CE courses can receive nine credits toward the CIS degree program. Additionally, any student with national certifications in CIS will be able to receive credit toward a CIS degree program. HCC has agreement to bridge Health Care to Medical Assistant, Community Health Worker to Human Services, Emergency Medical Technician to Paramedics, and Information Technology (IT) to IT. IT and Health Care programs are doing disaster training with FEMA where they will receive credit for preparing data for a disaster.

Reviewing programs for credit equivalency

HCC

HCC has reached out to local “competitor” Gateway Community College regarding the non-credit Community Health Worker program in terms of curriculum development and applying for credit evaluation by state college system curriculum evaluator Charter Oak State College. HCC submitted all NRC healthcare continuing education courses to Charter Oak State College for credit equivalency review, and is establishing Memorandum of Understanding with credit faculty at the college to accept these credits for prior learning.

Credit banking

LCC & KCC

Both LCC and KCC offer credit banking for select programs, which is a formal process through which students in continuing education programs will receive credit for aspects of those programs upon matriculation into a college-level program. Although students do not receive a transcript with those credits immediately, the process is well documented and supported by faculty and administrators on both the continuing education and credit sides.

PLA at LCC

LCC

LCC has two PLA coordinators who are responsible for reviewing individual cases and granting credit for prior learning, and students may be able to receive credit for prior work experience through tests or portfolio review. LCC is mapping the NRC regional PLA standards to their existing policies and procedures, and expect to adapt current practice.

Linking community-based partners and the college through a culinary arts program

PCCC

PCCC’s partnership with the Culinary School at Eva’s Village provides an opportunity for students to enter directly into the AAS in Culinary Arts. Completers will receive advanced standing in the program through Prior Learning Assessment. Linkage also between communities based partners and the college through a Culinary Arts program. This partnership with the Culinary School at Eva’s Village will provide a feeder/pipeline opportunity for the PCCC AAS in Culinary Arts. The utilization of Prior Learning Assessment will also provide completers with advanced standing in the program.

RESILIENCY

Introduction

The NRC defines resiliency as “an individual’s persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity.” Building from this definition, NRC leadership and college staff worked with Achieving the Dream to develop five key resiliency competencies, defined below.

- **Critical thinking:** *purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations;*
- **Adaptability:** *successful adjustment to a variety of positive and negative conditions and circumstances;*
- **Self-awareness:** *clear understanding of one’s qualities, characteristics, strengths and weaknesses, and how they impact one’s self and others;*
- **Reflective learning:** *integration and application of prior and current learning to new situations; and,*
- **Collaboration:** *works with others to achieve a goal.*

NRC grant-funded staff provided support services to NRC participants around these resiliency competencies, especially the “adaptability” and “self-awareness” competencies. These resiliency supports were delivered through workshops on different topics that would be helpful for students in their academic and professional careers, such as cultural competency, study skills, time management, and stress management. Workshops were delivered in various ways across college and programs of study: either in-class during the term, out-of-class during the term, or as part of an orientation or required “bridge” prior to the program starting. Resiliency Curriculum Alignment & Integration is a self-reflective process by which instructors can identify, re-design, and articulate effective, creative choices they make regarding activities and assessment that test and capture the resiliency of students. It is scalable from one section of a course up through an entire institution; the language that powers it comes from both the workplace and education. The results are colleagues, administrators, and most importantly, students clearly demonstrate progress in acquiring traditionally abstract “soft”/“college-ready”/“job-ready” skills—how they are becoming a resilient, employable, and participatory member of their community.

Integrating personal resiliency into the classroom

HCC

Integrating the personal resiliency into the classroom has been welcomed by the faculty who know is referring back to the topics covered and how to apply it into the work setting. The resiliency blog has also been very successful. We are in talks in allowing all faculty and staff to follow the blog to create better personal resiliency.

Resiliency workshop during Orientation

HCC

HCC gives orientation to all new students enrolled in a program of study. Although student orientation has happened at HCC for many years, it has changed significantly and a day was added starting with fall 2015 Orientation. With an extra day the NRC grant staff capitalized on the topic of resiliency with the enrollment committee and were able to get it included in the first day of orientation and in online orientation. During the Spring Semester orientation, a 30 minute resiliency workshop was given to all

new students. The workshop focused on study strategies and classroom behaviors to help students navigate their future classroom experience at the community college level. Students were given a survey prior and post workshop to ascertain the workshop's helpfulness. At this point the grant staff are just starting to collect data to possibly showcase this as a best practice for student success. They will be following students through their semester and beyond to measure this. A total of 30 students participated in the survey. Here is the survey questions and summarized results for the fall 2015 orientation:

Q1 - Study Strategies Used - Pre Workshop	% of Students Utilizing Specific Strategy
Q1A - Flashcards	73%
Q1B - Scheduling Specific Time	60%
Q1C - Smartphone Apps	53%
Q1D - Taking Regular Breaks	70%
Q1E - Using a Reward System	30%
Q1F - Group study sessions	33%
Q1G - Highlighting/Post-It notes	90%
Q1H - Reading out Loud	57%

Q2 - Pre/Post Workshop	Pre % of Correct Answers	Post % of Correct Answers	% Increase
Identify all class room behaviors that are not acceptable.	7%	63%	56%
Q3- Pre/Post Workshop	Pre % of Correct Answers	Post % of Correct Answers	% Increase
Identify all emails that are unacceptable when writing to a professor.	23%	77%	54%

Q4 - Post Workshop	Avg. Survey Rating
Did you find this workshop helpful? (1 not helpful / 5 most helpful)	4.67
Q5- Post Workshop	Students who plan to utilize strategies

Do you plan to use any of the strategies learned at this workshop? (Y/N)	100%
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Resiliency at Kingsborough

KCC

Kingsborough’s resiliency curriculum builds on participant’s previous professional and academic experiences with group activities, services, and workshops which increase resiliency competencies. Participants work with program staff to identify, address, and resolve barriers to success. KCC’s NRC program aims to build resilient and skilled workers who are qualified to succeed in a competitive workforce. KCC recognizes that participants enter training with existing professional and academic experiences. KCC’s resiliency curriculum builds on these experiences and prepares participants for employment and/or college through individual and group activities and services. NRC enhances training programs which are fundamental to preventing, responding to, and recovering from disasters and crises. By providing services such as contextualized academic support in numeracy and literacy, credentialing modules which prepare participants to earn nationally recognized certifications, and workshops which increase competencies in the core areas of *collaboration, critical thinking, adaptability, self-awareness and reflective learning*, KCC is preparing participants to develop resiliency, and remain resilient once they enter employment and/or college. Participants work with program staff to identify, address and resolve barriers to success enabling them to complete training and develop transferable resiliency skills along the way. Job Developers and program counselors provide ongoing support on an individual and group basis. Culinary Arts faculty delivers resiliency in the form of a “Resiliency in Food Service/Hospitality” module.

On the consortium level, KCC has participated in the development of the Resiliency Core competencies that are intended to develop a resilient student and ultimately a resilient worker. Methodology relies on course material, work based learning opportunities/internships and workshops such as stress management, conflict resolution, time management and FEMA’s online “Diversity Awareness” course. Online tools such as FEMA’s Emergency Management Institute are used in an effort to provide participants with the opportunity to develop technological skills while simultaneously addressing the core competencies mentioned above

Psychological trauma prevention resiliency curriculum

LCC

EMT faculty at LaGuardia Community College and experts at the Trauma Studies Center of the Institute for Contemporary Psychotherapy (ICP) have developed a psychological trauma prevention curriculum. LaGuardia has recently partnered with the National Association of Emergency Medical Technicians (NAEMT) to build an education course for training emergency medical services (EMS) practitioners and other first responders that is based on this curriculum. NAEMT plans to integrate the curriculum into its learning material, which will be offered to EMT training centers across the country.

The full training program is both developed and taught by a basic skills instructor and an experienced EMT faculty member. The two instructors are able to address students' basic educational and vocational skills simultaneously and therefore ensure their success in the training. Graduates go on to be employed in the EMT field providing basic emergency care to victims of traumatic and/or medical emergencies and transporting them to the appropriate local medical facility.

One student who graduated from the program in August 2015 and is working as an EMT at Brooklyn-based Midwood Ambulance says "We didn't just receive textbook learning". "It's been very useful, especially when we are working with difficult patients."

Another student was unemployed at the time she began the program. She graduated from SAVE EMT in April 2015 and now works for SeniorCare Emergency Medical Services in New York. "We were prepped technically for our jobs, and the career counseling gave us guidance with resumes and interviewing skills," says the student, who was class salutatorian and also garnered honors for technical skills and perfect attendance. "The program found me at a defining moment in my life. It restored my self-esteem, confidence and belief in myself that I could do something better with my life."

The TAACCCT grant that funded SAVE EMT for the past three years will soon end, and a new funding source is needed in order for the intensive certification preparedness program to continue. Successfully integrating this new yet much-needed concept of resiliency into the curriculum of community colleges helps to ensure that colleges and employers can better adapt in times of crisis. A stronger community, healthy workforce and culture of learning and adaptability are fundamental supports in light of the tragedies and disasters that have impacted so many millions of Americans across the country. Led by a committed community and workforce, LaGuardia Community College is paving the way.⁴

ADVANCED TECHNOLOGY

Provide access to digital tutoring materials to prepare for certification exams

ACCC

Participants in EMT programs of study across the consortium are able to access digital tutoring materials which they have used to prepare for certification exams. At Atlantic Cape, the exam PCCC rate for the first cohort to fully access the online materials was significantly higher than the prior cohort.

⁴ (Hatch, 2016)

Financial aid software

ACCC

Colleague Student and Financial Aid software which guides students through the complex financial aid application process was installed this quarter. Checklists and dashboards show students, at a glance, the next action or documents required by during the application process. Very importantly, given the lean staffing of the Atlantic Cape Financial Aid Office, the software is student self-service and compatible with mobile devices favored by students. It is anticipated that the software will both empower the student to take the lead in applying for aid and improve the effectiveness of the Atlantic Cape Financial Aid Staff who will have full access to student records and checklists as they respond to student requests for assistance made via the software.

NRC iMAC lab

BHCC

The Computer Information and Computer Media Technology Departments co-launched an Apple Macintosh laboratory/classroom; the first NRC iMAC lab environment in the General Academic and Computing area. It has successfully hosted windows based curricula such as MyITLab (Pearson Ed) using an Apple virtualization product named Parallels. The lab will further host software development curricula such as Gaming, HTML, and Mobile Applications with design specifications relevant to the MAC OS X environment.

Use of NING

KCC

Kingsborough has successfully used NING in a Round 1 TAACCCT grant as the platform for intra-staff communication, & as a repository for project-related documents. As a result, Kingsborough will support implementing NING within the NRC.

Use of advanced technology to advance student learning

KCC

Spring 2016 CHW training included three hybrid classes, allowing students to develop online learning skills, increase computer proficiency and allow more time for internship and employment by minimizing in-class hours. By providing workshops on using blackboard and how to successfully engage in online learning, students are introduced to concepts of advanced technology as early as the week before training begins (Bridge Training). NRC staff has extended open lab hours before and after class in order to maximize access to these facilities for students who may have limited access to computers. Program counselor has also worked closely with students to provide Microsoft tutorials, and academic skills instructor has provided group and individualized support around conducting online research.

Adaptive learning with Smart Sparrow

NRC

Smart Sparrow is a learning design platform that enables you to create rich, interactive and adaptive e-learning courseware. Smart Sparrow has a learning hub which is the online location where all NRC's adaptive learning classes is stored and accessed. As of September 2016, there are ten resiliency lessons in the learning hub ready for NRC to explore. With the way the hub and lessons have been designed, there is a lot of flexibility in how the faculty can use the lessons. There is no specific sequence that students must follow. This allows the faculty to either ask students to work through all the lessons at their own pace or be selective about the lessons that they feel would best tie into their coursework. The lessons may could enhance students' work on a particular concept or serve as a launching point for class discussion. Each resiliency lesson is designed to engage students in a journey of self-exploration. Smart Sparrow expects time spent to vary from student to student, depending on how willing the students are to engage in reflective learning. However, the lessons are presented in short enough chunks that even a highly reflective student should finish within an hour.

Although the main focus of the lessons is on the resiliency curriculum, Smart Sparrow has been working with teams within the consortium to create content for specific subjects. They are currently working with a team at LaGuardia, translating a unit from their Emergency Medical Technician curriculum on psychological trauma into adaptive learning lessons. There are also plans to develop two more bundles of subject-specific lessons: one for information technology, another for academic development and support.

When the grant expires, the lessons that Smart Sparrow has developed will sit within the learning hub, which anyone will be able to access through the NRC website. It is our intention that these lessons live on in the hub and are available to any instructor or student who wishes to explore resiliency.

OTHER

President's Leadership Council

NRC Lead

A recent decision by the NRC and Achieving the Dream to launch a President's Leadership Council – composed of NRC college presidents – is a promising development, as is the commitment by Achieving the Dream to provide an additional leadership and data coaching visit to each college in the coming year. Of note, the handful of NRC colleges that created new credit-based programming as part of the NRC grant may be in a stronger position for sustainability, despite low participant enrollment. Undertaking a credit based program and curriculum approval process is a strong indication of institutional commitment, as it can take up to a year or more to work through college and state academic councils. But once approved, students can receive state and federal financial aid to help pay for these programs, which creates a financial incentive for colleges to offer the programs on an ongoing basis.

Use of data and evidence

NRC Lead

The NRC leadership team created data dashboards for use in monthly calls with partner colleges. NRC program teams meet regularly to discuss participant outcomes to inform enhancements to the programs or strategies. These meetings demonstrate a dedication to continued learning and improvement.