Northeast Resiliency Consortium
Assessment & Career Guidance Protocols

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I. Introduction

The Northeast Resiliency Consortium is a group of seven community colleges located throughout the northeast region. 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 including Hurricane Sandy, Sandy Hook Elementary shootings, and the Boston Marathon bombings—are committed to taking a catalytic approach to using knowledge, innovation, and education to build resilient workers, institutions, and communities. . This document presents eight focus areas that represent each institutions approach to assessment and career guidance, and a student's experience in each individual NRC program. The following information was gathered from the experiences of the colleges in the consortium. It is meant to reflect not only the process for assessing and guiding students, but also the people and situations at each institution that help students achieve their goals. Also, presented are promising practices from each institution. The focus areas are:

- Student Recruitment & Outreach
- Intake
- Enrollment
- Orientation
- Career Counseling
- Student Support Services
- Intervention Systems
- Job Development & Placement Services

The NRC created pathways from continuing education to credit programs, comprehensive student support services, and expanded role for employers to increase student success. The NRC as a whole 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. Throughout the life of the grant, the NRC made considerable implementation progress to accelerate skill, competency, and credential acquisition, and to provide comprehensive student support services to participants that addressed career, personal, and academic issues. 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. Career development supports provided by dedicated support services staff, such as an employer relations specialist, a recruitment and retention specialist, or a job developer hired to support NRC participants through one-on-one engagement and workshops. Many of the NRC programs yielded industry-recognized credentials and core competencies needed for participants to gain entry-level employment, or move up a career ladder with an existing employer.

II. Atlantic Cape Community College

A. Current Practices

1. Student Recruitment and Outreach

Atlantic Cape NRC promoted its programs through fairs, press releases, radio ads, continuing education guides, and college website to increase awareness of training opportunities. The Atlantic NRC team held regularly scheduled group Information Sessions and career exploration opportunities. Atlantic Cape NRC received referrals from College Admissions, Nursing/Allied Health and ESL departments. Atlantic Cape NRC also received a limited number of referrals from select area high schools (Mainland Regional High School, Pleasantville High School). The local One Stop, Covenant House and Fellowship of Churches also make referrals. Some of the other recruitment events and activities include:

- High School Fairs
- Atlantic Cape High School Equivalency Graduation Ceremony
- Health Professions Institute Information Session in Cape May Court House none attended.
- Decision Making Conferences on “Getting Into Healthcare”
- Veterans gratitude and resource fair
- Health Care courses for ESL students fair
- EMT announcement to municipalities
- Nursing Program Alternatives campaign
- New Health professions lobby display
- Emailing CNA graduates

2. Initial Counseling and Intake

Atlantic Cape NRC established a fulltime Program Specialist (PS) position to advise and assist students from initial point of contact through program completion. The Programs Specialist is the primary contact for admissions, class choice and individual needs. Referrals are made by PS for other needs as required. During intake, the Program Specialist questions each student about both short and long-term career and educational plans. Initial counseling provided when prospective student expresses a general interest in health care 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. Type of assessments given at intake include TABE (Adult Basic English), Accuplacer, and Career Coach. Eligible students include:

- Those that are eligible for Trade Adjustment Assistance (TAA). The Trade Adjustment Assistance (TAA) Program is a federal program that provides a path for employment growth and opportunity through aid to US workers who have lost their jobs as a result of foreign trade.
- Veterans
- Low-skilled adults
- Unemployed or underemployed worker

Atlantic Cape also uses Career Coach to assist students in choosing a career. Career Coach provides current local data on wages, employment, job postings, and associated education and training. With the initial career assessment, student is given a series of activities related to a work environment. Students’ personalities are then matched with one of the following personality types:

- Realistic

- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Students then get career recommendations based on how their interests match up to these personality types.

Participant files record the following information:

✓	Application for Admission
✓	Proof of application fee payment
✓	Demographic Information
✓	TABE results(if applicable)
✓	Records, transcripts (high school, GED, college)
✓	Withdrawal forms
✓	Grade reports
✓	Medical Information, including immunizations and drug screens as applicable
✓	Results of Criminal Background Check
✓	Record of Program Completion

The Atlantic Cape NRC staff maintains the following on all participants:

✓	Intake and eligibility information (includes demographic information, attestation, release of information, EEO, and participant goals)
✓	Case notes, as applicable
✓	Verification of completion of the program

The Atlantic Cape NRC staff maintains the following in applicable cases:

✓	Proof of Veteran status
✓	Proof of employment status
✓	Proof of employment and licensure

All student records are maintained in a secured environment (e.g. protected databases or locked file cabinets) to safeguard student privacy.

3. Enrollment

Activities related to enrollment include:
1. Complete TABE
2. Complete Atlantic Cape application
3. Prior Learning Assessment (PLA), if applicable
4. Register
5. Make payment

All enrollees must complete the NRC and Atlantic Cape Intake Forms and Questionnaires and participate in an intake interview The intake Forms include eligibility information and attestation, authorization for release of information, notice of EEO rights and participant goals.

4. Orientation

Atlantic Cape NRC gives orientation to all students enrolled in an NRC program of study. During student orientation, an Atlantic Cape NRC staff member explains the goals of the grant and expectations of students enrolled in NRC Grant Programs of Study. In addition, a Welcome Letter is given to each student. All students enrolled in NRC Grant Programs of Study complete the NRC and Atlantic Cape Intake forms and Questionnaires. During or after student orientation, one on one interviews are conducted with students to further assess academic and career goals and objectives, to identify opportunities for Prior Learning Assessment and/or degree mapping and to identify student support service needs.

5. Career Counseling

Clinicals are approached as an opportunity to both hone skills and audition for a job. Resume writing and interview skills workshops are scheduled in advance of clinicals/work based learning opportunities so students can confidently provide resume or interview during clinical. Mock interviews are offered to all and scheduled upon request. In select programs, employer partners are invited to a Student Skills Demo Day prior to the clinical. This provides an opportunity for students to demonstrate the broad range of their training and interact with potential clinical hosts.

6. Support Services

On-site presence of a dedicated Programs Specialist is one of the strengths of Atlantic Cape NRC. The PS provides:

- Immediate response to questions/concerns
- Career guidance information
- Frequent follow up by phone and e mail to convert prospects to enrollees

Academic Support: Atlantic Cape NRC provides academic support to all program participants. Tutoring and certification exam prep services are provided. Atlantic Cape NRC is working on developing its Pre-Program Instructional Services in reading, writing, and math to provide academic support to underprepared students.

Financial Support: Colleague Student Self Service Financial Aid (purchased with TAACCCT 3 funds) is currently being implemented and will be available for student use in winter 2016. The college is seeking financial aid approval of the NRC Paramedic and Medical Assistant programs, and once these programs are deemed financial aid eligible, NRC participants in these programs will be able to use the Colleague Financial Aid software. In addition, students who transition to the credit side of the college will be able to use the financial aid software.

Personal Support: Programs Specialist (PS) is the primary contact for admissions, class choice and individual needs. Referrals are made by PS for other needs as required.

7. Intervention Systems

IPAS: Colleague Student Academic Planning (purchased with institutional funds) has been in use since fall 2014. Colleague Student Planning is not currently used for course planning for NRC certificate programs. However, as students move their credits from the NRC programs along the career path to the credit side of the college, they will be able to use Colleague Student Planning to generate an academic plan for a Health Services degree or a Nursing degree.

Early alert system: Colleague/WebAdvisor Early Alert has been in full-scale use since fall 2015.

8. Job Development and Placement services

Atlantic Cape NRC provides job development and placement services to all program participants. Atlantic Cape NRC continuously works to develop relationships with new employers. Clinical experiences with the partners are provided for all participants in Atlantic Cape NRC programs. Resume writing and interview skills workshops are scheduled in advance of clinicals/work based learning opportunities so students can confidently provide resume or interview during clinical. Mock interviews are offered to all and scheduled upon request. In select programs, employer partners are invited to a Student Skills Demo Day prior to the clinical.

Placement of well-trained students in clinicals and jobs has increased employer interest in further collaboration with the college. All employer partners advise on training needs, provide clinical opportunities and hire NRC program completers as needed. In addition, AtlantiCare, one of the employer partners, provides scholarships for displaced workers and tuition reimbursement for employees who enroll in NRC programs. Another practice that has proven to be successful is the direct collaboration between instructors and employer clinical area managers on clinical placements. Atlantic Cape instructors have many years of experience working in the field, which give them credibility with local employers.

As of December 2015, 15 program completers were placed in jobs with employer partners:
AtlantiCare – 8
Cape Regional Medical Center– 2
Shore Medical Center -1
Other health care employers- 4

B. Identified promising/best practices for the institution

Practice 1: Career Awareness Program (CAP)

CAP is designed to increase career awareness and encourage advancement of interested students. CAP is presented by the health professions recruiter during a lunch and learn session. The recruiter/advisor is then available to meet one-on-one with interested students by appointment or to advise students by phone and e-mail. Resume writing and interview skills workshops are scheduled in advance of clinicals/work based learning opportunities so students can confidently provide resume or interview during clinical. In select programs, employer partners are invited to a Student Skills Demo Day prior to the clinical. This provides an opportunity for students to demonstrate the broad range of their training and interact with potential clinical hosts.

Practice 2: Full Time Program Specialist

Atlantic Cape Community College established a fulltime Program Specialist (PS) position to advise and assist student from initial point of contact through program completion. On-site presence of a dedicated Health Care Grant Programs Specialist has proven to be a great strength for the programs. The PS offers services such as:

- Immediate response to questions/concerns
- Career guidance information
- Frequent follow up by phone and e mail to convert prospects to enrollees

The Health Care Grants Programs Specialist (PS) is the primary contact for admissions, class choice and individual needs. Referrals are made by PS for other needs as required. Group career awareness sessions are scheduled based upon student interest as expressed at intake or during training. Mock interviews are offered to all and scheduled upon request.

Practice 3: Expand Options for Offering Credit for Prior Learning

Atlantic Cape Community College has demonstrated very clear institutional support for Prior Learning Assessment, and they are expanding this work through the NRC. Students in NRC programs may receive credit for prior learning through CLEP exams, current professional license or certification, portfolio review, and military experience. These credits can be applied to an Associate's Degree in Technical Studies, which can be customized to fit different career aspirations.

Practice 4: Provide Access to Digital Tutoring Materials to Prepare for Certification Exams

Atlantic Cape NRC offers certification exam review sessions and exam test prep materials for each program of study. Participants in EMT programs of study across the consortium are able to access digital tutoring materials that they have used to prepare for certification exams.

III. Housatonic Community College

A. CURRENT PRACTICES

1. Student Recruitment and Outreach

Outreach opportunities and activities are continually being researched and being identified. The NRC program looks for new events in the community to participate. There are four methods used for outreach for student recruitment. One is the "Student Interest Form," which provides for the collection of the student's program of interest and contact information. Another method is placement brochures, program information, and upcoming class schedules at various community agencies and organizations. Third is marketing and advertising; the grant team, in partnership with the coordinator of marketing advertises programs through social media, newspaper articles, and radio/television.

The last and most important form of marketing is word of mouth. The grant team uses a holistic student model to work with the whole student in order for the student to have an amazing experience and talk about our programs upon completion. A student interest database is maintained with student interest information, which is collected from career fair attendees, community events, walk-ins, phone calls, etc. Referrals from community agencies and the American Job Center (AJC) are also entered on a student interest form and in this database. The database is used to inform prospective students of upcoming classes and registration for programs. Class notification can be via email, mail, phone calls or a combination. A database of community agencies, libraries, and other organizations is maintained for mailings, and/or actual site visits for distributing brochures and information on upcoming classes. This activity generates interest and referrals to the program. The student interest form is used to collect the prospective student information for walk-ins and phone calls and then entered into the student interest database. Career fairs are attended for generating student interest and connecting with other community agencies and businesses. Career fairs also provide the opportunity to gather employer information (contacts) for possible internships or job opportunities for students. Some of the sources of referrals are Admissions, Veterans Affairs Office, Continuing Education Dept., and Health Career Academy attached to the H1B Grant.

TAA PARTICIPANT Outreach

The program has a working relationship with the Department of Labor TAA resource associates. The Program/Service Coordinator at the local office of the AJC is a member of Housatonic's Advisory Committee. They are informed of new programs and class offering that are available to their TAA clients as well as their WIA clients. All TAA students can be referred to Staff. The staff regardless of the program is there to help these students work through the college process. Some TAA students require some assistance with career searching and that is facilitated by the Coordinator of Career development. For students looking into the non-credit programs of the college, the student paperwork is filled out and brought to the Coordinator of Continuing Education for a signature. The paperwork is then copied and one copy goes to the Secretary for Continuing Education in order for the student to be registered.

2. Initial Counseling and Intake

The NRC project director states that when the students first arrive to Housatonic, some of them are not sure about what they want to do, and they need career counseling. Most of them are undecided about the career paths they want to choose. The grant team has been engaging with the students at the career fairs and talking about their goals and needs. However, the college does not meet with a student until they are accepted. The NRC team has been providing career counseling before intake since there is a big need for it, and it has been a great help. Intake is usually in first week of class.

3. Enrollment

- Student has to be 18 years or older.
- Student has to complete NRC form.
- Date of enrollment is date of intake (date of NRC form).

To enroll, the applicants must be a graduate of an approved secondary school or hold a State Equivalency Certificate (GED). If the applicant cannot meet these requirements, they may be given special consideration based on their qualifications and experience. This consideration must be approved by the President or his/her designee. (Some non-credit programs do not require a high school diploma or GED; due to employer needs students are encourage to complete)
To apply for the **non-credit programs**, the individuals must:

1. Complete a program registration form and bring or fax it into the continuing education department.
2. Students are required to pay in full before the classes start.

To apply for our **credit programs,** the individuals must:

1. Obtain an application from the Admissions Office or from a high school guidance office, apply online or download an application from the website.
2. Return the completed application with a $20 non-refundable application fee, to the Admissions Office, or provide a fee waiver, if applicable.
3. Submit an official copy of their high school transcript (sent from their high school). Proof of high school completion must be provided before enrolling in a degree or certificate program. Non-degree students are not required to provide proof until matriculating in a degree program.
4. Submit an official transcript of previous course work to the Admissions Office if you have attended another post-secondary institution (college/training institute)
5. Provide proof of compliance with the MMRV Immunization policy. This is not required for Part-time non-matriculating non-degree students and students taking only online courses.

Individuals interested in enrolling in Housatonic are recommended to apply for admission as early as possible. Students are admitted on a first-come, first-served basis. Students entering Allied Health programs are admitted only for the fall semester, but may enroll early for their prerequisite academic core courses.
During enrollment, the initial meeting with Career Development Coordinator takes place.

The Center for Academic Progress (CAP)
CAP helps prepare and support new students before registering for college coursework. All incoming students come through CAP to complete the required Accuplacer Preparation Workshop (APW). Once the APW is complete, CAP staff review the scores and advise students on next steps. Students seeking to improve their skills after placement testing may enroll in one or more of the six CAP sponsored programs. CAP and Foundations programs are only available for students with a High School Diploma and a completed HCC Application.

Accuplacer
The Accuplacer computerized placement test is administered to students who have not already successfully completed college-level English and Math classes. Placement testing helps the students identify their academic strengths and needs in reading, writing, and mathematics. This is not a pass/fail test- it is used for course placement only. After testing students meet with an Academic Advisor and the results are used to make decisions regarding the appropriate level of classes for the student. Students must fill out an admissions application and get a Banner ID number before taking the test. The test usually takes about 1- 1 ½ hours to complete. No computer experience is necessary and assistance available if needed.
Who must take a placement test?

- All new students enrolled in a credit degree or certificate program
- Any transfer student who has not successfully completed an English composition and/or college-level math course with a grade of “C” or better

- Any student electing to take an English writing or math course
- Any student registering for a course with an English or math prerequisite
- Any student electing to take an English as a Second Language course
- All High School Partnership applicants, home-schooled students, and high school students seeking early admission to college
- If the student has taken the Accuplacer test at any of the other Connecticut community colleges, the results may be used at HCC.

4. Orientation

Housatonic gives orientation to all new students enrolled in a program of study. Although student orientation has happened at Housatonic for many years, it has been changed significantly and a day was added starting with fall 2015 Orientation. With an extra day, the 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. A total of 30 students were surveyed. See below for survey questions and summarized results:

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			
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%

5. Career Counseling

The grant team introduces themselves in the individual classes, some students come to them for advising, and some students are referred by a teacher depending on the need. The project director advises students who are in need. The faculty is in charge of their classroom and give advice. Creating the classroom connection and going into the students' classrooms to ensure the students' needs are met works very well. Some career services that are provided include:

- Resume assistance, career fairs,
- Program counseling,
- Career Coach: The project director will bring the career coach to the job fairs and do career counseling. Through career coach, students can take a career assessment test and print out evaluation reports.
- Career choice brochures that show Labor Market Information and wage information on career choices offered by the grant. There is a neat snapshot of each job including the expectations of each job and information on the employers who are hiring for that job. There is a big interest in career coach and a very good feedback back to the President on it, so the grant team is very excited about it.
- The grant staff gives workshops on calling potential employers, in depth interviewing, etc.
- In class online demo on how to apply on-line for the PTCB exam for pharmacy technician.
- Counselors have been recording each contact and/or activity with each student. Each email, phone call, and meeting held regarding the student has a record in the NRC database

6. Support Services

Because 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. Academic mentors send out emails twice a month to the students. The emails address both resiliency and job readiness and keep the students connected with us. If students fall behind or accumulate too many absences, the academic mentor can step in, if needed and asked by the professor, to provide tutoring information, study skills techniques, etc. The academic mentor serves as a resource for the faculty member and for the student.

7. Intervention Systems

IPAS: The College is in the process of implementing Degree Works from Elucian. Degree works is specifically designed with mapping a student's college experience.

8. Job Development and Placement services

Employer outreach is done by the grant team and the instructors. There is constant communication with the employers through emails and phone calls. They hold internship roundtables, which has gotten them many contacts with employers. In some programs, instructors are very helpful in helping students find jobs. They are much entwined with the community.

The grant holds many job fairs and networking events with employers. Employer partners are listed in the NRC database. 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 the grant staff continues the development of a relationship.

Employer and other partner roundtables are held in order to maintain contact with the employers and have them stay in contact with the grant staff. These roundtable discussions give the grant team the opportunity to discuss the programs and classroom topics, trends in the career, and needed training for Housatonic's graduates to be successful in the workforce.

Because of employer partnerships, work based learning opportunities, including clinicals and internships, were developed. The job developer contacts program participants and informs them of available work based learning opportunities relevant to their program of study. The Job developer makes regular job referral activities that include emailing students' available jobs that the students can apply to, emailing students' resumes directly to the employer, customizing the cover letter for different jobs, notifying student of upcoming career fairs, making students and faculty aware of internship opportunities, etc.

B. Identified Promising/Best Practices for the Institution

Practice 1. Collaborate with local non-grant community colleges

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. HCC submitted all NRC healthcare continuing education courses to Charter Oak State College for credit equivalency review, and is establishing MOUs with credit faculty at the college to accept these credits for prior learning.

Practice 2. Employer roundtables

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.

Practice 3. Database for community outreach

Program 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

Practice 4. Internal articulation agreements

HCC has aligned three computer support 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 can receive credit toward a CIS degree program.

IV. Capital Community College

A. Current Practices

1. Student Recruitment and Outreach

Capital Community College (CCC) is committed to recruiting dislocated workers, veterans, underemployed and unemployed individuals who need to return to college in order to transition seamlessly into higher paying, in-demand occupations and/or advance within their current careers. Capital achieves recruiting goals by visiting high schools and community organizations, offering one-on-one specialized academic advising and hosting informational events that educate current and prospective Capital students about our grant programs. CCC success depends upon the consistent outreach and counseling services provided to current and prospective participants.

CCC divides the types of organizations where unemployed and underemployed individuals seeking training assistance can be found and assign staff to recruit from each. The groups are churches, high schools (particularly magnet schools) and non-profit organizations. A different person is assigned to each group to promote the grant program and to recruit students, with the goal of making presentations at sites throughout the Greater Hartford area. CCC feels Personal presentations are more effective than sending out flyers in the hopes that they will be noticed and distributed. CCC's Recruitment and Retention Specialist is dedicated to providing professional, friendly, responsive, knowledgeable and personalized services to all participants to ensure all participants receive caring and individualized attention leading to a successful and rewarding experience. CCC puts flyers on the college's website, make presentations to the college's Welcome Center staff so they can convey that information to students. CCC places ads in local Hartford papers, a local radio station and two public access television stations.

Recruitment and outreach activities include:

- Develop relationships with high schools and community organizations
  - Establish and maintain a working relationship with Capital Workforce partners by keeping the career counselors informed about our programs and providing their office with our program flyers and information sheets.
  - The Recruitment and Retention Specialist communicates with community organizations to learn more about the students from those institutions and to ensure that they are familiar with the our programs
  - The Recruitment and Retention Specialist attends college fairs, etc. at high schools and local adult education programs
  - Get feedback from faculty and program coordinators on how to best recruit students for their specific programs

- Host recruiting events which highlight all grant programs to attract desired student population
- Outreach to academic programs to host workshops or mini-lectures to introduce students to the fields of study such as Cybersecurity workshops.
- Create and distribute communications to encourage student interest and increase student enrollment in specific grant programs
  - Create flyers for all grant programs and post them on the college web page, Facebook page and in elevators to inform prospective and current students of all program offerings and improve student interest in and knowledge of programs.
  - Send emails to students to give them information about open houses, career fairs, one-on-one advising, application deadlines, updates regarding application status, exciting Capital news related to the students' interests, information on special events such as financial aid workshops, orientation, career services, etc.

Enrollment & Outreach:
Marketing Initiatives:
- Radio advertising on 95.7 FM, July-August: 30 second and 60 second spots
- Digital rotating billboards on I84 for all five programs
- Brochures

Recruitment & Retention Specialist:
- Completed files for students who were currently enrolled, so they can be entered into the database. It was challenging to get students to follow-up; the help of the instructors was sought.
- Visited technical high schools that have programs that are related to current grant certificates and degree programs.

- Presented information about our program to CT Works One Stop TAA counselors to leverage common resources.
- To increase awareness about our programs and generate interest, Recruitment & Retention Specialist visited community based organizations in the area.
- Attended local career/college fairs that are targeted to veterans.
- Met with each faculty member before they go off contract to get their input and ideas on targeted recruitment

Business & Technology Faculty:

- New outreach:
  - B&T informational video
  - B&T department webpage(s)
  - B&T community site visits underway (high schools, community groups, and cultural centers)
- Ongoing community engagement & outreach:
  - Promote C3 internships and integrated B&T internship opportunities for program majors
  - Update/develop course articulations with area high schools
  - Hold regular advisory board meetings with community partners and employers (Business Advisory Board, IT Advisory Board, and Architecture/Construction Management Advisory Board)
  - Offer Summer Computer Programming Camp for middle-school students

2. Initial Counseling and Intake

In general, students are queried about their areas of interest and future employment. Future employment forecasts based on labor market data are shared with students. Counselors share next steps in the enrollment process, help students identify barriers, and promote a realistic understanding of programs. Students fill out a survey that explains PLA and what of options they have. In addition, students are informed of non-credit to credit options. 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. Information pertaining to grant participants is entered into the NRC Database by CCC NRC staff. All staff takes steps to assure the protection of student information and personally identifiable information, in accordance with the requirements of federal rules and regulations and grant protocols. In credit programs, all participants are required to meet with Capital's Admissions coordinator for the NRC grant. Participants complete intake forms, career/interest forms, and discuss the grant, the individual's background, etc. Participants are required to meet all minimum requirements for admissions into Capital. When appropriate, participants will take placement tests, have previous transcripts evaluated, and meet with the counseling office.

3. Enrollment

All enrollees must complete the NRC and Capital Intake Forms and Questionnaires and participate in an intake interview. The intake Forms include eligibility information and attestation, authorization for release of information, notice of EEO rights and participant goals.
Process of enrolling students who are TAA eligible:

1. TAA eligible individual contacts Recruitment and Retention Specialist to inquire about admissions process
2. If the TAA eligible employee is not a current student at CCC, complete CCC's admissions process
3. Complete Connecticut Department of Labor – TAA Training Application and Proposal (Form JS-52), and submit to local DOL office for approval
4. Once the individual receives the TAA certification letter from the CT-DOL, submit a copy to the bursars office at CCC to be processed
5. Complete NRC Intake Form

6. Provide a copy of driver's license and all applicable supporting documentation (including a copy of the TAA certification letter) to complete participant folder
7. Meet with Recruitment and Retention Specialist to select and enroll in courses.

Activities related to enrollment include:
1. Complete Placement Tests
2. Complete application
3. Prior Learning Assessment (PLA), if applicable
4. Register
5. Make payment

4. Orientation

Capital gives orientation to all new students enrolled in a program of study. The purpose of New Student Orientation is to prepare students to successfully transition to college. The orientation provides students with the tools to become academically and socially successful at Capital Community College. The students participate in workshops, orientation resource fair, campus tours, and meet faculty and staff of the college. NRC programs Presented about our programs at breakout sessions during orientation

5. Career Counseling

The primary role of the Capital Job Developer is the development of employment opportunities for NRC students. They market career programs to employers/students, and mentor and work with students to increase their job resiliency skills, including resume development and holding workshops on various topics such as interviewing skills. The Job Developer has extensive relationships with employers in private industry, government and with college faculty and will networks with local businesses to provide internship and job placement for students upon graduation. Capital also utilizes an online employment database, College Central Network (also known as CCN). Students can upload their resume and cover letter and get feedback from the Career Center). Employers list positions on CCN every day, as well as search the site for potential candidates.

Part of Capital's IPAS system includes a career service module known as Career Services Manager (CSM). CSM is a comprehensive Career Services tool that integrates career services processes into one central space for career services staff and students. All student information is available in one place, displaying counseling appointments, applications, interviews and resume. Before, during, and after student appointments, career staff may access student records to provide the best possible advice and guidance. Career counselors and advisers enter notes, review job applications/interviews, and monitor employment reporting.

6. Support Services

The Capital Academic success center offers free tutoring and workshops to students. They also have an academic coaching program to assist students who have a need for such service. The counseling center is available for academic and career guidance and can help students with matters of personal and social adjustment, within and outside the academic environment. The Counseling Center also offers special workshops in study skills, time management, handling test anxieties, and a variety of life skills. The college veteran's services center provide services to veterans, active duty military, and reservist and military family members. The center provides students with an opportunity to meet and interact with other student veterans, career counseling and support services and referrals.

Using PLA is an effective way to encourage and motivate students to continue their education. Capital has also found that students are excited about getting credits for what has traditionally been a non-credit program. "It sparks their interest... in learning more about what they can do with those particular credits." Capital has experts in money management and career

readiness who give workshops. CHW students (a non-credit program) are able to obtain six credits towards a social sciences degree on the credit side. For the mobile apps program, students can take the challenge exams to take credits.

Retention for the NRC programs is significantly higher than the college retention. Capital 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 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 IPAS implementation team held 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.

Through the grant, Capital 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 that 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 sponsored a clothing drive for needy Veterans there.

Capital explored enhancing its college success course with resiliency competencies. Students would be asked to write a proposal summarizing a problem in their community and synthesizing information from different kinds of source material with their own ideas to come up with a solution using their critical thinking and reflective learning. Required of all new students in the General Studies Program and recommended for all new students in the college. College Success courses focus on essential academic skills. Embedded in the course are critical reading and thinking, library research/information
Literacy, and other skills, such as note taking, time management, goal setting, and career and educational planning.

7. Intervention Systems

In general, Capital uses tutoring, e-tutoring, academic coach, individual appointments with counselor in counseling center, credit restrictions as intervention systems. Capital is using Symplicity Insight to integrate a college-wide tracking system for students to ensure barriers to program completion are identified, addressed, and overcome. Advisors 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. They are recorded and can send the recording to others to give them feedback. 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 had 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. 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, Symplicity Insight, as they have purchased the same system.

8. Job Development and Placement services

Job Developer/Placement Coordinator:

- Assist credit students with job development skills per the surveys distributed in the first weeks of each semester. The surveys ask students what they would like help on and lists several options to choose.
- Runs workshops on resume development.
- Visits classrooms to collect information from participants on who has received wage gains since enrolling in the grant.
- All graduates receive personalized attention from the Job Developer to garner placement in an appropriate position. CCC holds workshops throughout the semester with the job developer, who brings in someone from the outside depending on the topic.

The job developer takes students to internship sites to tour facilities, serves as the point of contact for all questions from 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 internships and monitors their progress. This makes the relationship with the employer stronger as the responsibility of managing the student's internship is shared. 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.

The primary role of the Job Developer/Placement coordinator is the development of employment opportunities for NRC students to meet our placement goals. This includes marketing career programs to employers and students, mentoring and working with students to increase their job resiliency skills - including resume development and holding workshops on various topics such as interviewing skills. The Job Developer will have extensive relationships with employers in private industry, government and with college faculty and students and will network with local businesses to provide internship and job placement for our students on graduation.

B. Identified promising/best practices for the institution

Practice 1: Career Awareness Program (CAP)

Access Health of Connecticut (AHCT) has collaborated with Capital 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. Capital 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.

Practice 2: Full Time Program Specialist

The job developer takes students to the internship sites to tour their facilities, serves as the point of contact for all questions from 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. This makes the relationship with the employer stronger as the responsibility of managing the student's internship is shared. 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.

V. Bunker Hill Community College

A. CURRENT PRACTICES

1. Student Recruitment and Outreach

Bunker Hill Community College's (BHCC) success in getting the word out to students has been through faculty involvement was instrumental in recruitment and outreach. 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. 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 Bunker Hill's programs.

BHCC outreach plan also includes:

- College fairs
- Highs school visits
- Community Based Organization Info-sessions
- Campus tours
- Info-sessions
- Webinars
- Mass mailings
- Email blast
- Automated mass calls
- Campus wide open house
- Facebook/twitter
- Public transportation train signs
- College website
- Posters
- Flyers,
- Postcards and marketing materials like mugs, pens, t-shirts, etc.

Since initiating courses offered under the grant (Spring 2013) BHCC NRC staff visited classes to let students know about the services offered under the grant. They had great success getting students enrolled as grant participants and inviting them to utilize grant services (career coaching, tutoring, etc.). This is how the majority of participants were recruited. Recruitment Counselors typically map out the recruitment strategy/method for the entire fiscal year including events, marketing materials needed, and based on what worked and did not work the previous year. The Navigator, which is funded from a different

TAACCCT grant, will also offer information about NRC programs at local one stops, which were visited weekly. NRC staff create online inquiry forms for perspective students interested in applying for Bunker Hill and online application forms for the college application process, managed through iterations for each term. Comprehensive communication plans are being created and refined for improved outreach to applicants who are in the application pipeline.

Bunker Hill NRC also patterned with Boston's Workforce Investment Board, the Boston Private Industry Council (PIC) The PIC connects business, the Boston Public Schools, higher education, government, labor, and community organizations to create workforce and education solutions that benefit Boston residents and businesses alike. The PIC is the connection between education and workforce, between school and career, and between classroom and the workplace. The PIC will played an intermediary role in the Northeast Resiliency Consortium, specifically assisting BHCC with employer engagement and participant outreach. Currently, the PIC serves as the intermediary for the Boston Healthcare Careers Consortium (HCC).

- Informed consortia members about the BHCC paramedic program;
- Involved interested employers from the HCC in the development and implementation of the NRC program, including curriculum review, internship opportunities, mentorship programs, and interviewing graduates for available positions; and
- Share relevant HCC research on the transition from college to the health care labor market so that program directors at BHCC are aware of opportunities and challenges cited by employers, students and workforce system partners.

The PIC will also assisted with participant outreach, directly through its school-to-career team and indirectly through the career centers. The school-to-career team informed high school students about the four training program opportunities at BHCC supported with this grant. In addition, Boston's One-Stop Career Center directors and staff made customers aware of the BHCC NRC programs.

2. Initial Counseling and Intake

Participants are screened based on program criteria. Accuplacer is used to place students at the appropriate academic level upon entry. Bunker Hill uses internally developed rubrics, LEAP value rubrics, pre/post tests and other methods to assess Student Learning Outcomes. Most programs are open enrollment and others are selective. Selective programs typically are based on the following criteria:

- Pre-requisites
- Application deadlines
- Program application – may include an essay
- Placement test results,
- Degree or Prior Experience
- Sometimes an Entrance Exam

The Bunker Hill Prior Learning Assessment program (PLA) provides a process for evaluation and, when appropriate, awards academic credits for learning acquired outside the traditional college environment. In order to receive PLA credits, students must provide evidence that their prior learning is equivalent to college-level learning and it must correspond to the courses offered at BHCC. This program assists students with identifying and documenting prior learning they possess. The PLA Coordinator assists students in preparing portfolios and documenting credits. Specialists in each topic review completed portfolios. The credits may be used to fulfill degree or certificate requirements or may be used as electives. Students may apply a maximum of 45 PLA credits toward an associate degree at BHCC.

3. Enrollment

Students in the participating grant programs are coded upon completion of the intake. Using BHCC data warehouse and business intelligence system, ZogoTech, students' academic progress and success is tracked. NRC participants complete their intake form for NRC via Qualtrics, and NRC program staff enter this and other monitoring data into ZogoTech. Students plan their program requirements and outline in which semester which coursework will be taken using Student Planning in context of the students' educational goals and timeline for program completion. Students register with a link to Self-Service from student Planning and pay using Student Self-Service (Colleague/Ellucian).

4. Orientation

Start Smart Orientation is a 5-hour interactive program designed for newly accepted students (new to college, transferring into BHCC from another college or university, and students readmitted to BHCC following an absence.

5. Career Counseling

Some 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.

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 that 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 addition, the BHCC Career Services Center provides a wide range of career services to NRC students and alumni and provides a valuable link in the partnership between the College and the business community. CSC staff work closely with the NRC programs, professional staff members assist students in job placement and the process of career development. Career information, current job listings, internships, and career/job search resources, including DISCOVER computer-based career and educational planning software and WinWay resume software are available.

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 that 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.

6. Support Services

BHCC has tutors that are in line with every program. They provide information on resiliency competencies and provide ongoing workshops on resiliency competencies, as well as instructional support in reading and math. BHCC is implemented 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.

Environmental Science program collaborated 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.

The Information Technology curriculum at BHCC provides training geared towards solving problems in an ever-evolving industry. Faculty from the Computer Information Technology department have integrated resiliency competencies into programs like Gaming, Mobile Apps, and Big Data through their involvement in the NRC. The need to adapt and persist beyond barriers is not only characteristic of the IT industry, it is also critical for students as they navigate their personal lives dealing with single parenting, working multiple jobs, or being the first in their family to attend college. Being equipped with resiliency skills will be critical for students regardless of the kinds of challenges they face.

To adapt to change, Bunker Hill faculty intentionally incorporate experiences they had in the IT industry into their classroom environments. This meant intentionally creating problem solving barriers for their students, or playing the role of a realistic character from the industry. Whether the instructor acts as a future boss who assigns a task but does not include systematic instructions, or channels a client who can be difficult to work with, students find themselves in real world situations that build resiliency. Faculty use these moments to have a dialogue with students about the transferability of the skills how they will translate directly to future workplace situations. These kinds of situations intentionally push students outside of their comfort zones and get them to think critically and adapt without any handholding. Faculty embrace these opportunities to help students develop their resiliency skills while creating a safe environment to practice struggling productively

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 telecoms with NRC principals to discuss Smart Sparrow projects and to 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. The Content Developer produced this recorded two-hour session as a round table discussion of the CMT and Computer Information Technology (CIT) participation in the NRC consortium

7. Intervention Systems

IPAS: Coaches and student support staff enter notes about interactions with students into ZogoTech. Analytics are run during grant quarters and after quarters/annually to pull course enrollment, course success, support service interaction and graduation/transfer outcomes from ZogoTech and are entered into the NRC reporting database. BHCC is in the process of developing system tools to be used to engage with the student after the admissions lifecycle, including:

- Communication plans – ongoing email engagement through a tool that can deliver and track information
- Events – create and manage college-wide events
- Cases – this feature allows for the creation of cases

In addition, a College Navigator was hired to assist program participants from the application process to graduation and career services. This is done using several resources on campus listed in the question above.

8. Job Development and Placement services

Job Fairs are held in the fall and spring semesters to provide employers with an opportunity to recruit on campus. Students are able to explore employment and career opportunities in several industries through personal contact with employers. Job Fairs are widely advertised on the campus. 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 increased over time. 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 did follow-up calls and emails. In addition, students were present and involved in a live professional engagement event where they were expected to be professional, polished, and able to interact with employers. The college also offered 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. Many jobs are posted weekly from Boston-area employers. Workshops designed to assist students in all aspects of finding employment are offered, including how to look for a job, tips for second language job seekers, Myers-Briggs Type Indicator. A Job Club for graduating students is also offered.

The Employer Relations Coordinator is responsible for facilitating job placement for BHCC graduating students through employer outreach, job development, job market analysis and coaching student referrals. Specific target programs include career placement outcomes for students graduating from the College's new degrees/certificates programs in IT Big Data, Mobile Applications, Environmental Science and Paramedics. The Employer Relations Coordinator works collaboratively with the Director, career and internship staff, faculty, and grant personnel to implement a job development service system that supports both students and employers. The Employer Relations coordinator developed and implemented a plan to pursue new employers, generating interest through social media, calls, on-site visits, and active participation in external events, community and professional groups. Also, they Marketed BHCC students and acted as an information resource to employers desiring to increase the diversity of their applicant pool. In addition, they provided information on employment outcome trends by sector to help BHCC revise existing academic programs or plan new programs to meet workforce demands.

B. IDENTIFIED PROMISING/BEST PRACTICES FOR THE INSTITUTION

Practice 1: Technology networking night (TNN)

NRC Employer Relations staff organized TNN 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.

Over 80 students interested in the tech industry had the opportunity to make an impression and mingle with 11 different companies and employers, including Microsoft, Cisco, and Tufts Technology Services. Students were prepared to participate in the night's networking events and round table discussions. Many students learned about the event through a faculty member, reiterating the importance of the classroom content connecting to the demands and application of the industry. This approach helps cultivate students who are more prepared to enter the workforce before completing their certification.

The environment for TNN is a result of the community at large, as many of the participating employers and professionals were recruited from the greater Boston community. The team at Bunker Hill actively participates in networking opportunities in the city and Meet Up events. Their approach to engage the industry is critical for students, especially those looking to enter the tech industry in Boston, which was recently ranked as the top startup hub in the country. Industry professionals/employers in attendance were all invested in providing professional advice and guidance to students and seeing this as key motivations for

participating and giving back. "I learned that they [students] are highly motivated and are looking forward to opportunities to engage in the workplace," one employer highlighted.

Practice 2: Full Career Connect virtual job board

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.

VI. Kingsborough Community College

A. CURRENT PRACTICES

1. Student Recruitment and Outreach

KCC created blog as an intercommunications system for staff/employees within the Center for Economic and Workforce Development Program (www.cewdkbcc.com). In addition, KCC linked and created a fluid survey that would redirect prospective applicants to a sign up page to choose one of the programs offered at NRC, and Created a CUNY.edu survey linked to the www.cuny.edu/CareerPATH website where applicants signed up directly to the program of interest. The Center for Economic and Workforce Development began utilizing the Constant Contact Platform as a marketing email technique dedicated to reaching out to Trade Adjustment Assistance (TAA) recipients through a list received from the New York State Department of Labor on a quarterly basis. In addition, CEWD Created mass email blasts for the NRC, highlighting the Culinary Arts program. Marketing materials were mailed and emailed to local restaurants in regards to the Food and Beverage training program. Letters to high school guidance counselors were mailed out in regards to interested graduating seniors. Packets with promotional materials were mailed out and emailed as well. KCC contacted 311 about promoting NRC programs offered to callers and directing them to the assigned phone number. In addition, ad space was purchased on local subway trains and stations.

The use of social media was also important to KCC. This included several Craigslist advertisements for NRC Healthcare programs offered applicants where given a phone number to call in and register to an information session. Facebook advertisements were geared towards upcoming programs offered by the NRC. Advertisements were posted continually throughout the grant period. Five Facebook advertisements were purchased to advertise to the local Sheapshead Bay community using Facebook mobile GPS application. In addition, three Facebook "Like" advertisements and Two Facebook redirect to webpage advertisements were used. Traditional media sources were also used. Advertisements for NRC programs offered at Kingsborough Community College were placed in multiple citywide and local newspapers including The New York Daily News, Metro Media, Time Out New York, and El Dario. Ads were targeted to New York City's diverse multilingual population. KCC also used different media platforms such as Metro Media electronic newspaper advertisements. They were purchased to target prospective applicants who read news online.

2. Initial Counseling and Intake

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 weeklong 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 as if 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.

3. Enrollment

In order to be eligible to apply for Kingsborough Community College's Northeast Resiliency Consortium (NRC) program, individuals must be 18 years or older, have a High School Diploma or GED and be legally authorized to work in the United States. This program targets adult learners that are unemployed, dislocated or Trade Adjustment Assistance Program (TAA) eligible workers, individuals at risk of losing their job, or incumbent workers seeking career advancement. Minimum Eligibility Requirements:

- Adults (18 years old and above)
- Desire to go to college and/or enter employment
- High School Diploma or GED
- Legally authorized to work in the United States
- Not currently enrolled and matriculated in college
- Participant is unemployed, a dislocated or TAA-eligible worker, at risk of losing their job, or an incumbent worker seeking career advancement
- Veterans and eligible spouses including widows and widowers, as defined in the statute and regulations are eligible for priority of service

Once enrolled in a program providing supportive services and advisement is provided. Every student completes an individual service plan to identify their needs and we can support them better once they are in the course of the training.

4. Orientation

KCC developed an immersive and comprehensive program to help students transition to life at KCC. The goal is to make sure students get the support to acclimatize to their new community, and that your journey is fruitful and successful. During orientation, KCC includes an employment workshop where the job developers discuss what the employment looks like and what they should expect after training. They meet with the job developers on day two of three, and try to get students thinking about job opportunities from the beginning.

KCC has also created several YouTube videos to help students acclimate to KCC:

- How To Start KCC on the Right Foot
  Navigate Your Way to Success
- About Kingsborough Community College- A Student's Perspective
  https://youtu.be/fkUk-1RHy4k
- Degree Works- What Classes Do You Need?
  https://www.youtube.com/watch?v=2lwW3e0xoyU
- Understanding Your Curriculum Requirements
  https://www.youtube.com/watch?v=bkB212EQTqk

5. Career Counseling

The KCC Career Development Center offers various resources to assist students in job search and career exploration. The Center offers students many different opportunities to develop career goals including help with choosing a major, workshops, internships, job search assistance, and self-assessment. At KCC career workshops happen throughout the entire training, and staff usually meets with students once a week for professional development, either in employment or resiliency. Workforce One comes in to present at the end of training, which has led to interviews and jobs for students through those presentations. Weekly

professional development sessions for Culinary Arts and Community Health Worker students connect the Associate Director of Student Services with students in order to 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.

6. Support Services

Because 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. Academic mentors also send out emails twice a month to the students. The emails address both resiliency and job readiness and keep the students connected. If students fall behind or accumulate too many absences, the academic mentor can step in, if needed and asked by the professor, to provide tutoring information, study skills techniques, etc. The academic mentor serves as a resource for the faculty member and for the student.

Kingsborough's resiliency curriculum builds on participant's previous professional and academic experiences with group activities, services, and workshops that 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 that 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.

7. Intervention Systems

KCC has program counselors running resiliency professional development class every week, meeting with students as a group on a weekly basis touching base with students who are having problems (via faculty). Program staff monitor student attendance closely and will call on a daily basis if they are missing class. The counselors closely monitor the students and get them before they pass the point of no return. Staff are prepared to be intrusive with students and they are prepared for that at the start of the program. In addition, KCC believe students who respond to this kind of support complete the program successfully. Generally, students are receptive towards these services (workshops / support / etc.). Many of them sign up for everything, and then once they are in the program, they want to attend the training classes. Staff can identify students who are not attending because they are not fulfilling requirements for the program, however the majority are signing up and attending everything and seem to appreciate the supports. Additionally, during one-on-one interventions, students respond well to the staff that is trying to help them, unless it is a larger issues (i.e., housing childcare). Most of the time students are receptive because we do it in a supportive way.

Working with faculty:

NRC staff work with faculty who are on the credit side of the house and are not used to having this kind of support from a program as they are used to dealing with students one on one. Getting the information from instructors in a timely manner around to letting staff know when there is an issue so we can intervene can be a challenge. By habit, many of the instructors are used to dealing it with on their own. They have had to do some professional development with faculty to show them that is what we are here for. They respond well but it is a learning curve for faculty.

8. Job Development and Placement services

The grant team and the instructors do employer outreach. There is constant communication with the employers through emails and phone calls. They hold internship roundtables, which has gotten them many contacts with employers. In some programs, instructors are very helpful in helping students find jobs. They are much entwined with the community. The grant holds many job fairs and networking events with employers. Employer partners are listed in the NRC database. The Career Development Coordinator maintains a database of all employers that we have contacted. Employers are put into the database with contact info and date of contact in order to ensure the grant staff continues the development of a relationship.

Employer and other partner roundtables are held in order to maintain contact with the employers and have them stay in contact with the grant staff. These roundtable discussions give the grant team the opportunity to discuss the programs and classroom topics, trends in the career, and needed training for Housatonic's graduates to be successful in the workforce. Because of employer partnerships, work based learning opportunities, including clinicals and internships, were developed. The job developer contacts program participants and informs them of available work based learning opportunities relevant to their program of study.

Job developer does regular job referral activities that include emailing students job announcements, emailing students' resumes directly to the employer, customizing the cover letter for different jobs, notifying student of upcoming career fairs, making students and faculty aware of internship opportunities, etc. Community Health Worker students are engaged in internships, they start from the very beginning to try to get all students into the internship. Some of them do not make it, but "we focus on having them do internships to get experience to put on their resume." Culinary Arts students have the opportunity to do restaurant and kitchen site tours built into their courses, where they have the opportunity to get a realistic sense of what their workspace will be like. Roberta shares that students are often surprised, "they expect every kitchen to be air conditioned and latest equipment and have a lot of space, so it's really eye-opening for them to see what a real kitchen looks like and what kind of workspace they'll be in."

B. IDENTIFIED PROMISING/BEST PRACTICES FOR THE INSTITUTION

Practice 1. Partnership with Bedford Stuyvesant Restoration Corporation

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.

Practice 2. Partnerships + Tech

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 that 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.

Practice 3. Use of advanced technology to advance student learning

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 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.

VII. Passaic County Community College

A. CURRENT PRACTICES

1. Student Recruitment and Outreach

There were several method used for outreach for student recruitment. The first strategy is through the local One Stop, which is co-located with the Passaic County Community College (PCCC) Center for Continuing Education & Workforce Development. Co-locating CEWD, Workforce Improvement Board and One Stop was influential in generating interest in the NRC. A Memorandum of Understanding created that allowed PCCC and One Stop to design a referral process and sharing of Adult Basic skills (TABE) testing. Through this network PCCC NRC offerings reach the One Stop in Essex, Bergen and Union counties. Program flyers and Continuing Education brochures are sent to the One Stop counselors in the Paterson office. In an effort to reach the priority Veterans population, PCCC shares program information in person and through email with the local Veteran's provider group. In addition, NRC information is shared with the Admissions office for use as a referral mechanism as well as posted on the PCCC/NRC website. The grant team in partnership with the Coordinator of Marketing advertises programs through social media, newspaper articles and electronic college sign.

A student interest list is maintained with student contact information is maintained by the NRC. Follow up calls were made to those individuals on an ongoing basis. Class notification can be via email, mail, phone calls or a combination. NRC staff to generate student interest and connecting with other community agencies and businesses attend college open houses as well as other fairs. Career fairs also provide the opportunity to gather employer information (contacts) for possible internships or job opportunities for NRC students.

TAA PARTICIPANT Outreach

The NRC program has a solid working relationship with the Department of Labor TAA resource associates. The grant staff has the TAA staff and they are familiar with our programs. All TAA students can be referred to the NRC programs. The staff regardless of the program is there to help these students to work through the college process.

2. Initial Counseling and Intake

During intake, Students, with help from NRC staff, complete a Personnel Education Plan (PEP) that explores the student's motivation for seeking training or a new career. The PEP assesses the student's current level of experience, training and technical skills. The PEP also allows students a space to set their own goals for education, and assess their strengths and weaknesses. In addition, students are encouraged to identify discreet steps that will help them achieve their goals. NRC staff help students identify barriers to success and promote a realistic understanding of programs. Information about PLA is given to the students, as well as informing students of non-credit to credit options.

3. Enrollment

Activities related to enrollment include:

1. Academic Assessment
   a. Accuplacer - is a diagnostic assessment and curriculum tool that is used to evaluate the knowledge and skills of learners and place them into an appropriate instructional level of content. It places students in level in reading, writing, and mathematics.
   b. Continuing Education – TABE Testing

2. Vocational Assessment
   a. O-Net - provides detailed descriptions of the occupations including tasks, technology skills needed, specific knowledge requirements, skills required and salary information.
   b. SIGI 3 - helps students' assess interests and goals and offers current and in-depth career information.

3. Registration
   a. CEWD
   b. Credit – Webadvisor, Financial Aid, Bursar

All enrollees must complete the NRC and PCCC Intake Forms and Questionnaires and participate in an intake interview. Intake Forms include eligibility information and attestation, authorization for release of information, notice of EEO rights and participant goals.

4. Orientation

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 talks about the expectations from the students, the requirements of the grant, and the things that are coming up in the semester. The Job Developer gives participants an employment book from the One Stop Career Center. The Job Developer provides program specific information in the form of articles, association material, key words handout, handouts on different type of search engines, and resume templates. During orientation, the Job Developer puts her contact info (name, office number and email) up and has all the students save it to their phones. All the students are required to send the Job Developer an email to confirm that they have saved her contact information. In addition, she does icebreaker activities to get to know the students better. Passaic integrated its own resiliency curriculum it is delivered via workshops for some programs, and through a 3-hour orientation session for other participants.

5. Career Counseling

The NRC programs were meticulously designed to provide students with an industry endorsed skill set. Prior to implementing the grant, industry groups and individual employers provided input on what skills were needed in successful workers. The goal was to involve local Industry in the design phase, and open an avenue for continuous dialog to drive program improvements. PCCC was focused on building a broad-based partnership for career pathways in the local economy and provide programs of study needed in the current and future labor market.

PCCC students are offered workshops throughout the semester that range from topics such as how to communicate in a culturally diverse workplace, to what is needed to succeed in the workplace. PCCC offers a Student Success and Career Exploration Seminar, which is required for students to take prior to enrolling in the NRC funded programs. NRC participants have access to career preparation services (e.g., resume writing and interviewing skills) and workshops on stress management study skills, note taking and reading strategies, time management, and goal setting. Staff utilized the Self Directed Search (self-scoring edition) as a tool for participants to gain awareness and insight around their interests, abilities and skills.

6. Support Services

Program counselor engage with students to identify barriers and offer supports to ensure program completion and credentialing. The counselors provide in class resiliency workshops (e.g. stress management), and a range of personal, academic, and career counseling to participants. They work with participants to develop and continually review the individual's education plan. In addition, they coordinate necessary support services for training participants, including childcare and transportation. When necessary they refer students for academic and support services. In addition, students meet with the program counselors to discuss career and academic goals. PCCC developed peer mentorships that led to retention, completion of participants. Peers served as positive role models, and are invaluable in discussing academic and social issues related to college success. There is a student support services club on campus and councilors connect it to students in EIF and CHW programs. Tutoring was available for EMD and EMT participants. In addition tutoring became a requirement for these programs.

In order to gain knowledge on support services available to Veterans and their spouses, the PCCC job developer attended Catholic Charities and SOS Veterans stakeholder meetings monthly. Then students were referred to the appropriate agency or person for support. In addition, if any of the Veterans who were enrolled in a grant program needed support services, the job developer reached 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.

As a result of the grant, PCCC piloted the Skill Enhancement Program that incorporates academic skills enhancement, job readiness training, with resiliency competencies and Dialectical Behavioral Therapy (DBT) designed to help SNAP recipients achieve greater results, long-term successes and complete their programs. A 20-hour per week pilot of this program included an innovative three-pronged approach designed to increase basic academic skills, integrate resiliency and dialectical-behavioral therapy, and offer a career connections element consisting of job search, resume development, and use of the state's online employment portal.

Through the first seven cohorts, the Skills Enhancement Program achieved a 75% completion rate. The participants said the program gave them hope and skills needed to persist. Participants also commented that the quality of support services they received made them feel valued, and empowered them to contribute to future decision regarding their academic and employment goals. This holistic approach provided an environment in which participants were continually engaged in activities that focused on individual growth and development. Each cohort gained approximately two grade levels of academic skills.

The Project Director spent considerable time working with the Director of Adult Education to develop a plan for addressing the under prepared student population as well as identifying their developmental needs, with the goal of developing the non-credit to credit pipeline. A newly developed workshop for the culinary students was implemented. It was called "What to expect from the Food Service industry. A panel discussion outlined the demands of the Food Service Industry as well as the career options and pathways. In addition, supplemental basic math skills training was offered to the culinary program. TABE refresher course were developed as a way to increase TABE scores for potential EIF and CHW candidates. Agreements were made for The Community Health Worker program to articulate to a newly developed credit based Navigator certificate.

7. Intervention Systems

PCC promotes an intrusive approach to counseling. Program counselors meet with students and establish an intrusive approach from the start. Counselors at the program orientation give students their phone number and they save it in their phones. Additionally, they institute bi-weekly meetings with students regardless of how well students are performing to check-in and support the students. They also utilize non-traditional means of communication like textnow and twitter, in addition to phone and email.

8. Job Development and Placement services

The Job Developers at PCCC provide an immense amount of support to NRC participants. They develop and maintain relationships with businesses in different sectors of the economy, and use these contacts to identify placement opportunities for students. They also provide individual support and guidance to students when searching for jobs. Job developers share job search techniques and resources, help students by reviewing their resumes and cover letters, and provide opportunities for interview practice. In addition, they provide coaching in soft skills that are necessary to obtain and continue in employment. The Job Developer attends job fairs to establish new employer contacts and ensure congruity with regional labor market needs. At these fairs, students interact with employers for the first time and the Job Developer encourages the students to treat these as mock interviews to sharpen their presentation skills. The job developer observes students' interactions and provides feedback to help the students when they interview for open positions.

PCCC developed a collaborative partnership with the state's largest energy industry employer, PSE&G, to offer a pre-employment Energy Industry Fundamentals (EIF) course and certification. PSE&G assisted in finding 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. PSE&G representatives have assisted students in the creation of an employee profile, as well as spoken to students about the industry needs. In addition to classroom and student support, staff from PSE&G has been instrumental in providing feedback as well as support in the design and the delivery of the EIF course. Passaic is now an approved Energy Industry Fundamentals Certificate provider

PCCC also worked with local government organizations and other Community Colleges to provide placement opportunities for its students. The Passaic County Sherriff's Office and Paterson Fire Department served as internship and work experience opportunities for its 911 Emergency Medical Dispatcher students. The North Jersey Imaging Academy was created during the grant period. The Imaging Academy is a partnership with the County College of Morris, and Course offerings include sections of Mammography, Magnetic Resonance Imaging, CAT scan and Sectional Anatomy. The Imaging Academy was created meet the deficit of specialty certified Radiographers. Twelve regional employers in the Northern New Jersey were secured as clinical site providers. These partners have confirmed the high demand for Radiology technicians.

B. IDENTIFIED PROMISING/BEST PRACTICES FOR THE INSTITUTION

Practice 1: Linking community-based partners and the college through a culinary arts program

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.

Practice 2: Resume and job application workshops

Resume writing is done with EMTs, EMDs, Imaging Academy graduates, as well as Community Health Worker and Energy Industry Fundamentals students. The job application for the EMD position can be as long as 40 pages and a challenging process

for the students. Job developer helps students understand how to fill out the application and submit it. Then she follows up with the employer to check on the status of the applications—another opportunity to speak with the employer and build upon the existing relationship.

VIII. Laguardia County Community College

A. CURRENT PRACTICES

1. Student Recruitment and Outreach

In general, LaGuardia's outreach and recruitment plan involved reaching out to prospective students through the following channels:

- LaGuardia's website
- Outreach to Community Based Organizations (CBO)
- Emails to former students
- Outreach to students on waiting lists for related programs
- Outreach to students who have completed their GED

LCC have developed recruiting partnerships with the following organizations:

- New York Public Library
- Queens Public Library
- Brooklyn Public Library
- New York City Housing Authority
- Upward Bound

Students are recruited through a number of channels. Flyers are distributed to local CBOs and libraries, and announcements are made to GED programs at LaGuardia that may have interested alumni. Ads have been placed in LaGuardia's Adult and Continuing Education (ACE) catalog and on the ACE website. The EMT department also maintains a Facebook page. Green Ladders focuses on relationships with Community Based Organizations. LaGuardia's Emergency Medical Services program also has an active Facebook page that has been used by the EMT program for several years and an additional page has been developed for the Community Health Worker program.

The CUNY English Language Immersion Program is for ESL students who have been admitted to a City University of New York (CUNY) college, but who have limited language proficiency and need to spend more time learning academic English before taking credit courses. Students are referred to the Immersion Program based on their test scores on the CUNY Assessment Tests (CAT). They are typically first-generation, non-traditional, minority students with overall low English language skills as well as considerable academic needs.

The goal of the Immersion Program is to help students acquire skills they need to succeed in college. CLIP offers academically rigorous instruction in academic topics while improving the students' reading, writing, listening, and speaking skills in English. Students do assignments and research projects and work in the computer lab In addition, students receive support to complete financial aid applications and to understand the American system of higher education (i.e., GPA, credits, pre-requisites, co-requisites, transfer credit, etc.). Classes in CLIP are 25 hours a week. Day, afternoon, and evening classes are available. Students may spend up to one year in the program for a total of 900 hours of instruction.

The Green Ladders program uses various methods to reach and recruit students to the program. Preliminary activities have included making direct connections with larger community organizations within the New York City-area. These organizations are contacted via phone or email and we either setup a brief conference call or meet in person to exchange information. After initial recruitment, a Constant Contact notification with the program information and flyer will be sent to approximately 900 individuals

and organizations throughout New York City. Organizations and potential students are encouraged to review the flyer and go to the program website to gain more information. Potential students will be asked to fill out a brief on-line application ensuring they are the right fit for the program. After the initial application, students will attend one of four info sessions to learn about the details and schedule of the program. We expect that most of those who attend an info session will invited back for an interview and final selection will be made from this pool of potential candidates.

Recruitment

Phone Pre-screening

Individuals who phone the program are asked a series of questions designed to determine eligibility for the program. For the EMT program, if the caller meets the eligibility criteria, they are sent a program application and asked to email, fax or mail the completed application along with a copy of their driver's license. The application also asks them which of the scheduled information sessions they would like to attend. A follow-up phone call then reminds the students of the upcoming information session. In the Green Ladders program, students are invited to the Information Session after the phone pre-screening.

Information Session

Candidates attend information sessions for the individual programs. The information session includes a presentation in which we discuss:

- Overall program information including goals and outcomes
- Presentation by program staff on the industry
- Overview of the training
- Eligibility criteria and next steps

Applicants are asked to bring in all proof of eligibility documents to this session and staff check documents. Once students have heard the presentation, we offer them the opportunity to start the admissions process by taking the Test of Adult Basic English (TABE) test. This test is to determine whether the students have the necessary reading level to be able to succeed in the program.

Interview

In general, 1-2 staff members depending on availability interview applicants. Program staff along with staff from the Career Development Center conduct interviews. All applicants are asked the same interview questions designed to assess the candidate's employability, ability to complete the class, understanding of both the demands of the training and the jobs, and level of interest in the field.

Candidate Assessment Meeting

The Program Director convenes a meeting with program staff from the Occupational Training, Basic Skills, Recruitment, Placement, and Case Management areas. All candidates' folders are reviewed and each candidate is discussed to determine those who are most suitable for the program.

CLIP

Students must be admitted into one of the CUNY colleges and must take CUNY placement tests. Students are referred to the Immersion Program based on the CAT test scores. All CLIP students have failed the CUNY Assessment Test in Writing (CATW) determined on evaluation by the ESL Department in the credit area. Typically, students have also failed the CUNY Reading exam. Students who enter CLIP take two program exams: the CLIP writing assessment and the Michigan Test of English. The Michigan English Test (MET) is an examination for test takers to evaluate general English language proficiency in educational contexts. The CLIP writing test is an essay that is assessed using analytical measurements of reading, thinking, and writing skills to determine readiness for introductory college courses.

Green Ladders

Potential applicants are screened on a number of levels. First, applicants filling out the online application need to be over 18, able to speak English at a high-level and must have a high school diploma as per OSHA rules. At the info sessions, applicants fill out basic employment information and are screened based on past positions and salary. Essentially, the team is looking for

people who are most in need of additional assistance and do not possess overlapping skills. Additionally, through group exercises we will be able to gauge the participation and professionalism of potential participants. Last, participants attend an in person interview where standard interview questions are asked i.e. tell us about a time you faced difficulty at your workplace. This allows us to look for individuals who are committed to the program and who will take the time and energy necessary to learn new skills.

2. Initial Counseling and Intake

Once the students pass testing, they are schedule for Intake with one of eight staff/peers. Students are given a NRC packet and complete an intake form. They use this form to get to know their personal lives better and if they are a good fit for the program. Once this is done, staff discuss among themselves who fits well in each program. They have three piles: yes, no, and maybe. The "maybe" pile is usually the largest pile, and they take into account the students' motivation, knowledge, background, financial support, etc. They do not use a numerical rating; instead, they make notes about each student interview and see who stands out. LCC does not have the resource to assist candidates who are not accepted. LCC would like to provide personal with social work background to assist students, but do not have the necessary resources. For the database, students have a folder with their information. Then the folders are given to a data specialist to put into the database. Two specialists have a shared excel sheet to double check and view data. Green Ladders intake is usually done over a span of 2 days. More people apply for EMT than Green Ladders.

3. Assessment

CLIP

Assessment includes a variety of measures: attendance and grades based on classroom performance. Students also take four pre-and post-exams: (1) CUNY Reading Assessment, (2) CUNY Writing Assessment, (3) The Michigan English Test, and (4) the CLIP Writing Test. The principal assessments for the purposes of the grant are twofold: (1) college readiness as reflected in higher placements in reading and writing scores on the CUNY Assessment Test and (2) successful matriculation from non-credit (CLIP) to credit studies. In addition to pre and post exams, students are asked to complete electronic portfolios, which house CLIP coursework such as essays, oral presentations, research projects, reading journals, and career exploration.

Green Ladders

Assessment for Green Ladders includes a formal application and interview, as well as informal group work. An assessment in the program could be described as an exercise to test for willingness to participate, ability to work in a group setting as well as illustrating dedication to complete all aspects of the program. For the purposes of this grant, the program defines assessment as the evaluation of skills and qualities necessary to take on a fulltime program dedicated towards creating placement in green careers. It is understood that not everyone will fit this quality, but we need to ensure the individuals who choose to participate The program is using an online application to track basic information and connect with potential participants.

Criteria is limited to education, background and work experience. The goal is to work with individuals who have the capacity to learn the skills necessary to gain a position in green industries. Additionally, we want to ensure we are working with individuals who need assistance and not those who already possess the skills to gain employment on their own accord with minimal effort.

EMT program Vestibule

The vestibule is a 3-week drop-add period in which students are exposed to the course content and vocabulary while also getting instructions in areas that will help them to succeed in the class, such as study skills and time management. During this period, students can decide whether the course is right for them before committing to enrollment in the program.
In addition, this period functions as a further evaluation period, allowing us to view students' ability to comprehend the work, along with the students' ability to work in a group, and their attendance. Students who successfully complete this vestibule period are offered admission to the program.

4. Career Counseling

Career counseling starts with labor market research to make sure the jobs are in demand. Staff also gives students information about salaries and available job opportunities. Career development activities focus on students making great career decisions that fit their abilities and situation. In job readiness activities, staff talk to employers about needed skillsets. Career counselors try to get involved with the students right from the start to get an understanding of students' strengths and weaknesses. Staff go to job fairs, use LinkedIn, and help students tweak resumes before they make a referral, in person or online. LCC also hold Job Clubs for the EMT program in the summer to help students set up interviews and get the hiring process going. In the CLIP program a minimum of two hours per week are reserved for career guidance, which helps students understand how college studies relate to career goals and to the job market. LCC uses Workforce One for intelligence, referrals, etc.

5. Support Services

Labor Market Information helps LCC identify which employers are hiring and for what occupations. LCC targets 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 initial meetings with potential partners. LCC leverages connections with small businesses established through small business support programs. Follow up on leads from staff, students (including self-placements), and community based organizations.

The LaGuardia NRC team placed 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. 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.

CLIP
A wide range of support services are available to all students in CLIP, including intake and orientation, academic advisement, and registration appointments. Weekly meetings and workshops termed College Hour provide students with information about college policy and with hand-on workshops in career and work topics. The Associate Director of the program is a licensed social work and provides counseling and referral services to students in the program throughout the entire year. During the academic year, he supervises as many as three MSW interns who conduct workshops and provide counseling and referral services to current students and to those who have recently transitioned into credit studies at LaGuardia. The MSW interns are often able to interact with students in their native language, which enhances the work they are able to do together.

Green Ladders
Support services for graduates are mainly focused on job placement and professional skills. After the program, graduates will have the assistance of a full-time Job Developer and part-time Case Manager who will track graduates progress and provide assistance in resume and cover letter editing. Additionally, these individuals will be able to discuss any issues with participants and suggest possible changes to their job readiness tactics.

Graduates from all programs have the services of the LaGuardia Career Development Center. Graduates will be able to come in for additional help with resumes and interview skills.

6. Intervention Systems

There are consistent interventions in place to assist first-generation, non-traditional, minority students to transition from non-credit to credit studies. This transition work includes providing guidance through the admissions application and testing process, advisement during the new student advisement and registration appointments, changing majors based on the career exploration

done in the classes, and support and targeted interventions during the critical first year of credit study.

Examples of institutional and programmatic support that promote student success include:

- The Partnership Committee: Key staff in Students Affairs, Academic Affairs, Adult and Continuing Education, and Institutional Research work together and plan, coordinate, and implement strategies to help non-credit students successfully transition into credit studies.
- Institutional Research: IR reviews and evaluates the descriptive findings from the various cohorts in the project.
- Participation of CLIP's Data Specialist, Alix Camacho: Ms. Camacho consistently modifies and updates the database and inputs all relevant information for the students in the cohort for further analysis (this data-driven reflection enabled us to assess the efficiency of the project and to make needed changes).
- Supervision of the MSW Interns: Since the social work interns provide outreach, referrals, and clinical intervention (as needed) to the students in the cohorts, they are given the administrative and clinical supervision they need to do their work with students effectively.

7. Job Development and Placement services

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 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 CDC has been working to place students with existing employer partnerships and new employers. 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.

EMT/Paramedic graduates often apply to every employer and then, when the employer responds, graduates find the location is too far, there is no public transportation. 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.

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 are certified to minimize the time that they have to wait before being fully employed.

B. IDENTIFIED PROMISING/BEST PRACTICES

Practice 1: Accelerating credential acquisition for the CUNY language immersion students

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. 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 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.

Practice 2: EMT Integrated Basic Education and Skills Training (I-BEST)

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 do not 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.

Practice 3: Early intrusive support

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.

IX. List of Acronyms

Atlantic Cape Community College (ACCC)
Access Health of Connecticut (AHCT)
American Job Center (AJC)
Accuplacer Preparation Workshop (APW)
Bunker Hill Community College (BHCC)
Bedford Stuyvesant Restoration Corporation (BSRC)
Boston Private Industry Council (PIC)
Boston Healthcare Careers Consortium (HCC)
Community Based Organizations (CBO)
Career Awareness Program (CAP)
Center for Academic Progress (CAP)
Capital Community College (CCC)
Career Development Center (CDC)
Computer Information Technology (CIT)
Computer Information Systems (CIS)
Computer Media Technology (CMT)
Career Services Manager (CSM)
City University of New York (CUNY)
Dialectical Behavioral Therapy (DBT)
Energy Industry Fundamentals (EIF)
Food Service Upgrade (FSU)
Northeast Resiliency Consortium (NRC)
Passaic County Community College (PCCC)
Personnel Education Plan (PEP)
Prior Learning Assessment (PLA)
Program Specialist (PS)
Small Business Services (SBS)
Trade Adjustment Assistance (TAA)
Test of Adult Basic English (TABE)
Technology networking night (TNN)
Veteran's Oasis Center (VOC)

X. Sample Outreach & Program Materials

PERSONAL EDUCATIONAL PLAN

(revised 12/09/15)

Date of Interview: _____

Participant's Name: _____

Interviewer's Name: _____

Part I: Interests

How did you find out about The Northeast Resiliency Consortium (NRC)?

_____
_____
_____
_____

Why are you applying for training at this time?

_____
_____
_____
_____

Do you have any experience in this field?

_____
_____
_____
_____

If this is a new field, what led you to switch industries?

_____
_____
_____
_____

Part II: Academics / Employment

Highest Level of Education:

- ☐ High School/GED (**Circle One**)
- ☐ Certificated or Credential
- ☐ Some College
- ☐ Associate Degree
- ☐ Bachelor's Degree
- ☐ Graduate Degree (MBA, JD, etc)

Diploma Date: _____ *(if applicable)*

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PERSONAL EDUCATIONAL PLAN

How would you describe your proficiency with computers? Do you have access to a computer?

Do you have any licenses or certifications? ☐ Yes ☐ No

Have you participated in other training programs? ☐ Yes ☐ No

Are you currently applying for other training? ☐ Yes ☐ No

Are you interested in enrolling in furthering your education in college after completing this program/training? ☐ Yes ☐ No
(*If no, skip section*) When?

You will need references when you look for a job. Can you provide three professional references?

☐ Yes ☐ No

Are you willing to start at an entry level position? ☐ Yes ☐ No

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PERSONAL EDUCATIONAL PLAN

How do you feel about working different hours/shifts on different days of the week? I.e. Weekends, Holidays, early Morning/Evening shifts.

Part III: Goal Setting

Are there any barriers to you being able to succeed in this program? I.e. transportation issues, child care, health issues, etc.

Will you be able to attend classes every day? ☐ Yes ☐ No
How do you plan to fit going to class in your every day schedule?

How will you commute to class?

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PERSONAL EDUCATIONAL PLAN

Which academic areas do you do well in? What academic areas do you feel you need improvement in?

Strengths	Areas in Need of Improvement

Educational goal:

Top 3 Career Goals	Next Steps to Achieve Career

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PERSONAL EDUCATIONAL PLAN

Where do you see yourself 5 years from now?

_____
_____
_____
_____

Part V. Additional Support Services

Please indicate which Resiliency Workshop you are interested in attending or if there are any other support services you are in need of.

Resiliency Workshops	**Yes**	**No**
Note-taking skills Workshop		
Time Management Workshop		
Goal Setting Workshop		
Resume/Cover Letter Workshop		
Employment Workshop		

Other:

_____
_____
_____
_____

Additional Comments/Recommendations:

_____
_____
_____
_____

★★★

Welcome to the Northeast Resiliency Consortium. The NRC's purpose is to build a highly skilled and qualified workforce to help mitigate their communities' short- and long-term vulnerabilities and risks by focusing on knowledge, innovation, and education to build resilient workers, institutions, and communities. The information gathered is strictly confidential and is used to identify resources that may assist you in completing your education and for reporting purposes.

Participant Intake Form			
Date of Application:		**Student ID:**	
Personal Information			
First Name:		**Last Name:**	
Date of Birth:		**Social Security Number:**	
Street Address:			
City:		**State:**	**Zip Code:**
Home Phone:		**Cell Phone:**	
E-mail Address:		**Preferred method of contact:** ☐Phone ☐Email	
Alternate Contact:		**Phone:**	
How did you hear about our program?			
Demographic Information			
Gender		☐ Male	☐ Female
Race	☐ American Indian or Alaskan Native ☐ Black or African American ☐ Hawaiian Native or Pacific Islander		☐ Asian ☐ White ☐ More than one race
Hispanic/Latino	☐ Yes ☐ No	**Primary Language:**	
Veteran Status	☐ Yes, served less than 180 days ☐ Yes, Eligible Spouse		☐ Yes, Veteran ☐ No
Disability Status	☐Yes ☐No	**Class form was received in:**	**Your major:**
Education Information			
Highest level of education	☐ High School ☐ GED ☐ Certificate/Credential	☐ Some College ☐ Bachelor's Degree	☐ Associate Degree ___AS ___AA ☐ Graduate Degree ___Masters ___PhD
Currently Attending School	☐ Full-time	☐ Part-time	☐ Non-credit
School Name:		**Start Date:**	**End Date:**
Pell Grant Eligible		☐ Yes ☐ No	☐ Not Sure
Employment Information*			
Currently Employed		☐ Yes	☐ No
Employer:		**Job Title:**	
Hours Per Week:		**Hourly Wage:**	
Other Information			
TAA Eligible		☐ Yes	☐ No
WIA Eligible		☐ Yes	☐ No
Dislocated Worker		☐ Yes	☐ No
Currently Receiving, Will Be Receiving, or Exhausted Unemployment Insurance		☐ Yes	☐ No

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EEO Grievance Disclosure

EQUAL OPPORTUNITY IS THE LAW

It is against the law for the recipient of Federal financial assistance to discriminate on the following bases: Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and Against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), or the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I or TAACCCT Grant Program financially assisted program or activity. The recipient must not discriminate in any of the following areas: Deciding who will be admitted, or have access to, any WIA Title I or TAACCCT Grant Program financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think that you have been subjected to discrimination under a WIA Title I or TAACCCT Grant Program financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: Rita Kelley, Equal Employment Officer, Capital Community College, 950 Main St, Hartford, Connecticut 06103; or, The Director, Civil Rights Center (CRC),U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

TO FILE A COMPLAINT

If you decide to file a complaint provide the following information in writing:

1) Your full name, address, social security number, phone or message number
2) The name and address of person or organization that the complaint is against
3) A clear statement of your complaint, what happened, and the date that the problem occurred
4) Provision of the grant, agreement, or Equal Opportunity is the Law statement which you believe was violated
5) What satisfaction or resolution you are seeking
6) Your complaint must be signed. Anonymous complaints cannot be processed

FOR ADDITIONAL INFORMATION OR TO FILE A COMPLAINT, CONTACT:

Rita Kelley
Capital Community College
950 Main St
Hartford, Connecticut 06103
Telephone: (860) 906-5133

Signature:	Date:

Privacy Act Statement

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that the Department of Labor is authorized to collect information to implement the Trade Adjustment Assistance Community College and Career Training Program under 19 USC 2372 – 2372a. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. Providing this information, including a social security number (SSN) is voluntary; failure to disclose a SSN will not result in the denial of any right, benefit or privilege to which the participant is entitled. The information that is collected on this form will be retained in the program files of the grantee and may be released to other Department officials in the performance of their official duties.

Signature:	Date:

I attest that the information I have provided is true and correct to the best of my knowledge.

Signature:	Date:

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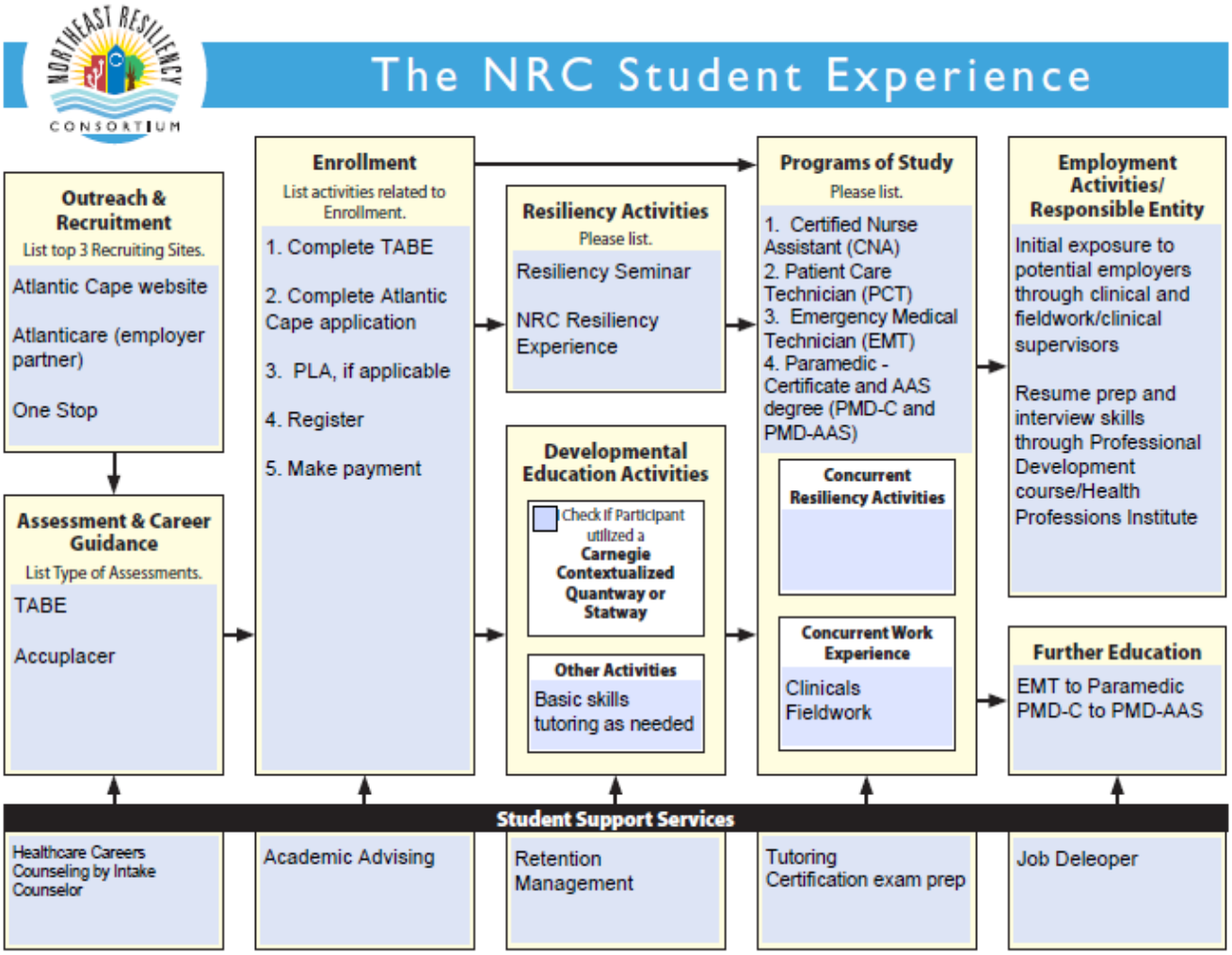
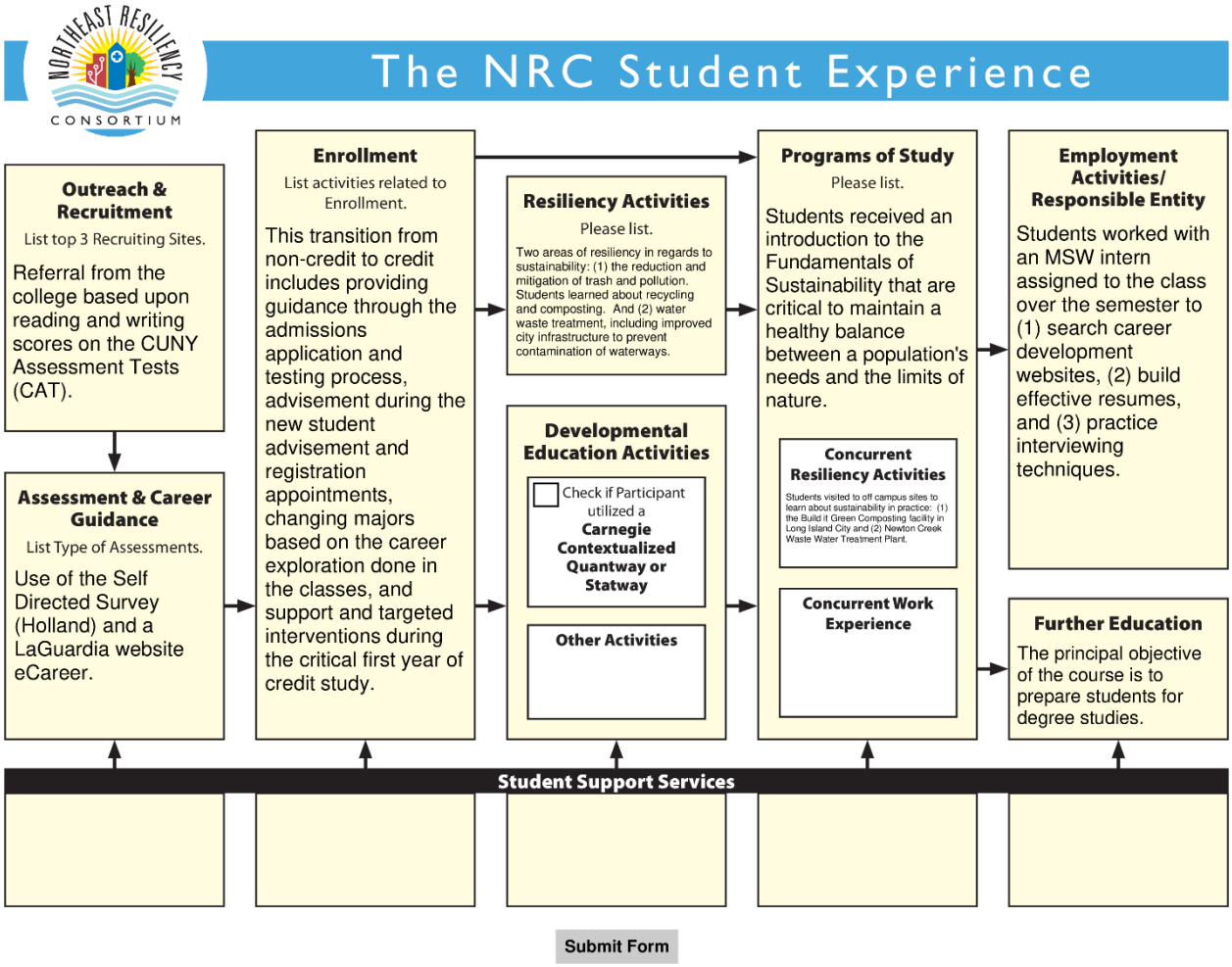
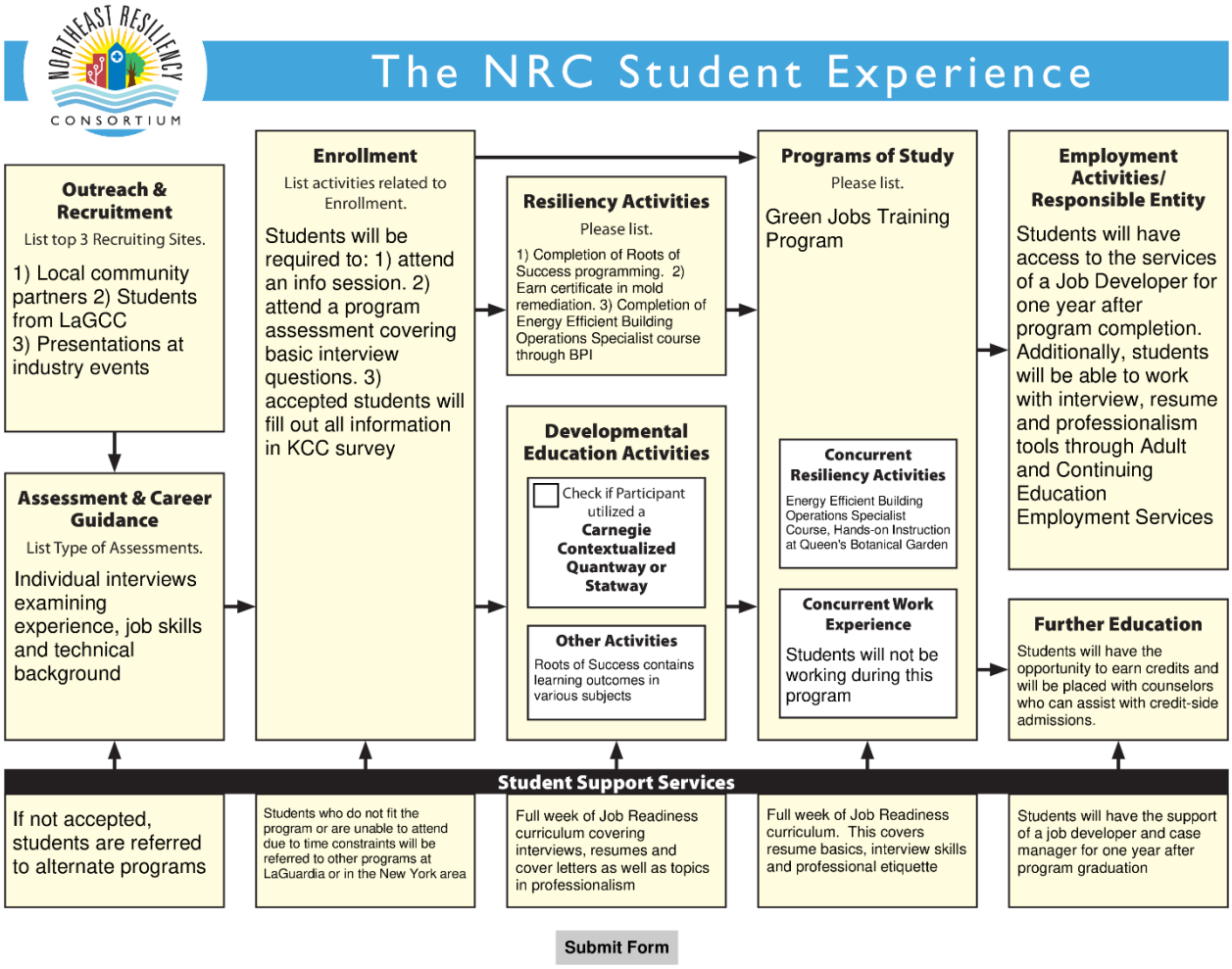

The NRC Student Experience
Outreach & Recruitment
List top 3 Recruiting Sites.
Atlantic Cape website
Atlanticare (employer partner)
One Stop
Assessment & Career Guidance
List Type of Assessments.
TABE
Accuplacer
Enrollment
List activities related to Enrollment.
1. Complete TABE
2. Complete Atlantic Cape application
3. PLA, if applicable
4. Register
5. Make payment
Resiliency Activities
Please list.
Resiliency Seminar
NRC Resiliency Experience
Developmental Education Activities
Check if Participant utilized a Carnegie Contextualized Quantway or Statway
Other Activities
Basic skills tutoring as needed
Programs of Study
Please list.
1. Certified Nurse Assistant (CNA)
2. Patient Care Technician (PCT)
3. Emergency Medical Technician (EMT)
4. Paramedic - Certificate and AAS degree (PMD-C and PMD-AAS)
Concurrent Resiliency Activities
Concurrent Work Experience
Clinicals
Fieldwork
Employment Activities/ Responsible Entity
Initial exposure to potential employers through clinical and fieldwork/clinical supervisors
Resume prep and interview skills through Professional Development course/Health Professions Institute
Further Education
EMT to Paramedic
PMD-C to PMD-AAS
Student Support Services
Healthcare Careers Counseling by Intake Counselor
Academic Advising
Retention Management
Tutoring
Certification exam prep
Job Deleoper


The NRC Student Experience
Outreach & Recruitment
List top 3 Recruiting Sites.
Referral from the college based upon reading and writing scores on the CUNY Assessment Tests (CAT).
Assessment & Career Guidance
List Type of Assessments.
Use of the Self Directed Survey (Holland) and a LaGuardia website eCareer.
Enrollment
List activities related to Enrollment.
This transition from non-credit to credit includes providing guidance through the admissions application and testing process, advisement during the new student advisement and registration appointments, changing majors based on the career exploration done in the classes, and support and targeted interventions during the critical first year of credit study.
Resiliency Activities
Please list.
Two areas of resiliency in regards to sustainability: (1) the reduction and mitigation of trash and pollution. Students learned about recycling and composting. And (2) water waste treatment, including improved city infrastructure to prevent contamination of waterways.
Developmental Education Activities
Check if Participant utilized a Carnegie Contextualized Quantway or Statway
Other Activities
Programs of Study
Please list.
Students received an introduction to the Fundamentals of Sustainability that are critical to maintain a healthy balance between a population's needs and the limits of nature.
Concurrent Resiliency Activities
Students visited to off campus sites to learn about sustainability in practice: (1) the Build it Green Composting facility in Long Island City and (2) Newton Creek Waste Water Treatment Plant.
Concurrent Work Experience
Employment Activities/ Responsible Entity
Students worked with an MSW intern assigned to the class over the semester to (1) search career development websites, (2) build effective resumes, and (3) practice interviewing techniques.
Further Education
The principal objective of the course is to prepare students for degree studies.
Student Support Services
Submit Form


The NRC Student Experience
Outreach & Recruitment
List top 3 Recruiting Sites.
1) Local community partners 2) Students from LaGCC 3) Presentations at industry events
Assessment & Career Guidance
List Type of Assessments.
Individual interviews examining experience, job skills and technical background
Enrollment
List activities related to Enrollment.
Students will be required to: 1) attend an info session. 2) attend a program assessment covering basic interview questions. 3) accepted students will fill out all information in KCC survey
Resiliency Activities
Please list.
1) Completion of Roots of Success programming. 2) Earn certificate in mold remediation. 3) Completion of Energy Efficient Building Operations Specialist course through BPI
Developmental Education Activities
Check if Participant utilized a Carnegie Contextualized Quantway or Statway
Other Activities
Roots of Success contains learning outcomes in various subjects
Programs of Study
Please list.
Green Jobs Training Program
Concurrent Resiliency Activities
Energy Efficient Building Operations Specialist Course, Hands-on Instruction at Queen's Botanical Garden
Concurrent Work Experience
Students will not be working during this program
Employment Activities/ Responsible Entity
Students will have access to the services of a Job Developer for one year after program completion. Additionally, students will be able to work with interview, resume and professionalism tools through Adult and Continuing Education Employment Services
Further Education
Students will have the opportunity to earn credits and will be placed with counselors who can assist with credit-side admissions.
Student Support Services
If not accepted, students are referred to alternate programs
Students who do not fit the program or are unable to attend due to time constraints will be referred to other programs at LaGuardia or in the New York area
Full week of Job Readiness curriculum covering interviews, resumes and cover letters as well as topics in professionalism
Full week of Job Readiness curriculum. This covers resume basics, interview skills and professional etiquette
Students will have the support of a job developer and case manager for one year after program graduation
Submit Form

UPCOMING COURSE INFORMATION
CRN: 3749

DATES: SEPT 1ST – NOV 19TH, 2015

DAYS: TUESDAYS & THURSDAYS

TIMES: 6:00 PM – 9:00 PM

INSTRUCTOR: MICHAEL COOK

FEE: $799 (includes CompTIA exam voucher and LabSim simulation product)

Register Today!
(203) 332-5057
www.housatonic.edu/ce

CompTIA Network+ Certification

WIA APPROVED

The CompTIA Network+ certification is the sign of a qualified networking professional. This course prepares students for the industry-recognized certification and covers all topics related to the CompTIA Network+ N10-005 exam, including network communication using the OSI model, network technologies, installation and configuration, media and topologies, management, and security. After completing this course, the student will understand the principles and concepts underlying computer networking.

Companies such as Dell, HP, Ricoh, Sharp and Xerox recommend or require CompTIA Network+ for their networking technicians. It is a technical prerequisite option for IT technicians seeking to join the Apple Consultants Network, and is recognized by the U.S. Department of Defense.

FORWARD

This course is in the **FORWARD** program, which offers free student support services, including resume assistance, interview techniques, career advising/goal setting, resiliency workshops, internships, and job placement assistance. Contact the **FORWARD** staff for more information about what it means to be a **FORWARD** student. Visit us in Beacon Hall - Room 335, or call (203)-332-8509.

HOUSATONIC COMMUNITY COLLEGE
Continuing Education

FORWARD

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Computer Information Systems: Mobile Application Developer

Classes available now!

- Design and develop mobile applications
- Understand software development principles
- Complete all stages of the software development life cycle

Grant Program Benefits

- Job placement assistance
- Career counseling
- Internships
- Academic counseling
- Credit evaluation for prior learning

Space is limited, call us today!

Capital Community College | 950 Main Street | Hartford, CT 06103

LEARN TO EARN

To register or for more information, contact:

Monique Nelson
Recruiter & Retention Coordinator
860-9065244
MNelson@capitalcc.edu

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Fire Science & EMS

Earn an Associate Degree in Science

- Evaluate victims of accidents or medical emergencies using professional equipment and protocol
- Operate a wide range of firefighting, law enforcement, security, and life-saving equipment
- Work with fire fighters, emergency medical and public safety professionals in the community

Grant Program Benefits

- Job placement assistance
- Career counseling
- Internships
- Academic counseling
- Credit evaluation for prior learning

Space is limited, call us today!

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Capital Community College

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Networking: Cybersecurity

Classes available now!

- Prepares for entry-level work in networking and cybersecurity
- Learn to defend networks from internal and external security threats
- Hands on practice in prevention, detection, and application of corrective measures

Grant Program Benefits

- Job placement assistance
- Career counseling
- Internships
- Academic counseling
- Credit evaluation for prior learning

Military Friendly School MF'15

Employment and internships in this field may require background checks and U.S. Citizen status.

Capital Community College | 950 Main Street | Hartford, CT 06103