FOUNDATIONAL ELEMENTS for Post-Secondary Bridging

Create Your Community’s Mix
For the last two and a half years, the Philadelphia Youth Network (PYN) has supported young people in exploring how a post-secondary experience can be a viable and valuable option in their lives. The Post-Secondary Bridging Pilot has been a practice in working both iteratively and proactively, with clear lessons learned about the many barriers that youth experience, and the supports that can help them overcome these barriers in identifying and pursuing an appropriate post-secondary pathway. We know that when given the right supports, our youth can not only overcome these barriers, they can succeed and change their entire perspective on what future opportunities are possible.

The following pages serve as a guide that practitioners may use in the implementation of their own post-secondary bridging programs, with the understanding that any organization looking to do this work has its own wealth of resources and assets which influence the ultimate structure of their program. Thus, this guide is meant to define the components of a bridging program which we have found to be vital. However, it should be used in the best way that works for you. We encourage you to mix and match elements and components to suit your needs and the landscape of your work. Practitioners may read a lesson plan and find they don’t have one resource, but have an abundance of another to use instead. They may also find that they have mastered a lesson plan and therefore feel comfortable adding other elements to enhance the learning.

In this handbook, we offer a set of practices and actionable tools that are intended to be adapted to your needs. In the pages that follow, you will find the components we deemed most beneficial: from our targeted learning outcomes, to lesson plans, key elements for success, and materials we have used in our programming. We begin by describing the design of the program, as well as the evolution of its structure over the course of its life. Then, we detail the components of our interventions, broken down first into two phases. In phase one, we delineate the coaching and academic interventions, where you will find specific curricula and materials for implementation. In phase two, we explore the program structure, our challenges, and recommendations for improvements. Finally, we highlight our best practices in the keys to success section, with insights on how to maintain a proactive approach from start to end of the program.

It is our collective hope that this resource will benefit those looking to create a post-secondary bridging program, as well as those looking to enhance an existing program. Though our post-secondary bridging best practices are still being refined, we offer this handbook to the field as a useful tool in this multifaceted and crucial work.
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## Curricula & Resources

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Program Overview

The Philadelphia Youth Network (PYN), on behalf of Project U-Turn, launched the Post-Secondary Bridging (PSB) Program to dramatically enhance services for youth aged 16-21 who are disconnected from work and school. The pilot program served out-of-school youth enrolled at PYN’s four E3 Power Centers and additional sites using the evidence-based Back on Track: Post-Secondary Success model created by Jobs for the Future. PYN was selected by Jobs for the Future and the Aspen Forum for Community Solutions to participate in Opportunity Works, a Social Innovation Fund (SIF) initiative. This initiative was supported by SIF and matching funds provided by a variety of local and national funders, listed on page six. The program was supported through technical assistance and coaching from JFF over the three years of the Opportunity Works initiative.

Staffing

The staffing model is core to the program design. The original post-secondary bridging staffing structure consisted of two college success coaches and two college success instructors working across all implementation sites, with a project manager supervising the coaches and instructors. In early 2017, a new role (college success coordinator) was proposed to convert one senior coach and instructor pair and add capacity to the program. See the diagram below for a concept map of how the instructor/coach roles function.

Defining Roles: College Success Coaches and College Success Instructors

**COACHES**

- Facilitate Phase One class at E3 Power Centers focusing on key academic strategies
- Support coach with ad hoc, targeted and subject-specific tutoring for participants in Phase Two as appropriate

**INSTRUCTORS**

- Refer participants to E3 Power Center case management
- Program planning and design
- Facilitate college visits
- Administer assessments
- Assist with participant college applications
- Create instructional materials
- Administer incentives

- Facilitate Phase One workshop at E3 Power Centers focusing on non-cognitive skills
- Provide individualized coaching to participants during Phase Two at Community College of Philadelphia (CCP)
- Create and maintain liaison relationships with post-secondary faculty
- Monitor student progress during Phase Two first college experience
- Administer AccuPlacer practice tests
Program Design

The original PSB program design was framed in spring 2015 by Program Strategy & Integration staff at PYN and then refined in summer 2015 by program-specific coaches and instructors.

PYN’s program was organized into two phases. The most recent version of phase one consisted of one academic class and one accompanying (college knowledge) workshop, each segmented into two, four-week sessions and offered four days per week. Participants were offered two classes and two workshops per week. Phase two was a supported dual enrollment experience, where the participant would enroll in a course at the Community College of Philadelphia (CCP) while receiving individualized supports from their program coach.

The design of phase one evolved over time. The original plan called for one 12-week phase one class, four days per week. Phase one duration was therefore roughly 48 hours of class instruction.

### Original Design: Fall 2015

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Phase Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Continuous Simulated Semester</td>
</tr>
<tr>
<td>Workshop</td>
<td>Supported First Post-Secondary Experience</td>
</tr>
<tr>
<td>12 weeks</td>
<td>10-15 weeks</td>
</tr>
<tr>
<td>M-TH 12:00pm-1:00PM</td>
<td>M/W/F or T/TH</td>
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</table>

In spring 2016, this design evolved to break up the phase one intervention into three, four-week sessions to create more manageable milestones for youth while maintaining consistent class time.

### Revised Design: Spring 2016

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Phase Two</th>
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</thead>
<tbody>
<tr>
<td>Class</td>
<td>Session One</td>
</tr>
<tr>
<td>Workshop</td>
<td>4 weeks</td>
</tr>
<tr>
<td>12 weeks</td>
<td>10-15 weeks</td>
</tr>
<tr>
<td>M-TH 12:00pm-1:00PM</td>
<td>M/W/F or T/TH</td>
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</tbody>
</table>

### Revised Design: Spring 2017

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Phase Two</th>
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<tbody>
<tr>
<td>Class</td>
<td>Session One</td>
</tr>
<tr>
<td>Workshop</td>
<td>4 weeks</td>
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<tr>
<td>8 weeks</td>
<td>10-15 weeks</td>
</tr>
<tr>
<td>M-TH 11:45AM-1:00PM (plus 8 hours coaching)</td>
<td>M/W/F or T/TH</td>
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Through these iterations, PYN was able to refine the PSB program to fit the needs of youth at implementation sites. The participants showed great resilience in the face of challenge. While the passion to continue was prevalent in the students served, participants often had complicated lives, which made sustained participation in the program difficult. Many of them were parents or caregivers. Nearly all of them needed to work to support themselves and others. Often, youth served in the program faced housing insecurity and changed home addresses frequently. These factors made a shorter, more focused design with multiple points of entry a better fit.

Partnerships
This work could not have been done in isolation, beyond our partners within the E3 Power Centers network, our program also relied heavily on our post-secondary partner, the Community College of Philadelphia. Working specifically with their Division of Access and Community Engagement's Office of K-16 Partnerships, we were afforded a direct line of access and support. This support and access ranged from registering our students for classes, processing billing, reserving on-campus meeting space for events/celebrations, to facilitating and answering specific questions. The manager of the Office of K-16 Partnerships worked as our conduit to all pathways within the college, without this partnership our ability to navigate on behalf of our students would have been greatly hindered. Additionally, the consistency of this partnership has proved to be invaluable as well, allowing for institutional knowledge to be retained and for our feedback to better inform the practices by the college as a whole.

Funders
The pilot was powered by the Social Innovation Fund in partnership with Jobs for the Future and the Aspen Institute Forum for Community Solutions, and supported by:

National match funders:
- Andrus Family Fund
- Ballmer Philanthropy Group
- Bank of America
- The James Irvine Foundation
- Marguerite Casey Foundation
- The Prudential Foundation

Local match funders:
- Annie E. Casey Foundation
- GSK (Judge's Determination Award)
- William M. King Foundation
- Christian R. and Mary F. Lindback Foundation
- Mayor's Fund for Philadelphia, Inc.
- Starbucks Foundation
- Stoneleigh Foundation
- United Way of Greater Philadelphia and Southern New Jersey
- William Penn Foundation
Design Principles

Through the evolution of phase one, a set of firm design principles emerged. These “non-negotiable” elements remain unchanged, though the schedule and timing of the program may vary:

1. PSB occurs in two phases, leaving room for staff to prepare youth and build critical trusting relationships before youth enter supported dual enrollment.

2. The first phase contains:
   a. An application allowing for a mutual choice process whereby youth ‘opt in’ to the program and staff can assess their eligibility based primarily on Test of Adult Basic Education (TABE) score, instructor feedback about the young person and answers to application questions.
   b. An in-person orientation where staff explain the program structure and expectations and participants can decide to persist or not. Youth are offered participation in the impact study baseline survey at this point.
   c. At least 48 hours of instruction time made available to participants through any combination of classes, workshops, coaching and individualized tutoring by PSB staff. These 48 hours are evenly split between academic classes (24 hours) and college knowledge workshops (24 hours). This total duration is determined by the average amount of classroom time in a three-credit college course. In some cases, instructional activities happen on-site where the participant is enrolled. In others, youth are referred to an alternate location to receive instruction and provided with transit supports to access services.
   d. Activities corresponding directly to the Back on Track: Post-Secondary Success framework, including aspiration and goal-setting, a focus on college knowledge, first-year writing instruction and intensive preparation for the AccuPlacer entrance examination.
   e. Comprehensive and ongoing supports to help youth stay engaged, including enhanced advisement; milestone celebrations; cash incentives for achieving benchmarks; access to case management and supportive services; transit supports and ongoing instruction toward the completion of the high school equivalency (HSE) if the participant is not credentialed.
   f. At least one campus visit to a post-secondary institution (CCP in most cases).
   g. A holistic and inclusive decision about the timing of entry into phase two, based on demonstrated participant interest in the form of consistent program engagement, PSB staff judgment, E3 Power Center staff judgment, and the availability of suitable classes along the participant’s pathway according to the semester.

3. The second phase contains:
   a. Enrollment into a first post-secondary experience at the Community College of Philadelphia
   b. Tuition, transit expenses, textbooks and school supplies required for course completion provided to participants free of charge
   c. Individualized in-person advisement from the college success coach, including post-secondary planning and referral to supportive services on campus
   d. Targeted academic support from campus providers, the college success instructor and the college success coach to help participants remain engaged at the college
   e. Incentives for achieving benchmarks and milestone celebrations to build community and recognize achievement

4. Staff efforts and participant progress are tracked in PYRAMID, PYN’s Efforts to Outcomes (ETO) data system.
Youth Recruitment Pathway
The chart below illustrates the pathway that youth took into PSB programming in Philadelphia. Elements inside the dotted line box are funded by Opportunity Works SIF funding. Yellow elements are operated by partner agencies such as the E3 Power Centers. The final element is the intended outcome of the program: post-secondary placement. Note that Opportunity Works staff rely on partners to recruit eligible youth from the community.
## PROGRAM LOGIC MODEL

### INPUTS

- Partners: PYN, E³ Power Centers (Congreso, JEVS, PHMC, & CIS), YESPhilly, District 1199C, CCP (Div. of Access & Community Engagement’s Office of K-16 Partnerships), JFF, Aspen Institute, Urban Institute
- Technical Assistance (TA) & Professional Development (PD) from JFF & Aspen
- Data from evaluation
- Urban Institute Implementation & Impact studies
- E³ Power Center programs
- CCP Dual-Enrollment Program & ACE Program (summer)
- ETO data system
- Back on Track model
- Funding
- Opportunity youth
- Existing PYN staff
- Community supportive service providers
- Instructional equipment and supplies
- Supportive service providers at CCP (e.g. Center for Male Engagement)
- Stakeholder group

### IMPLEMENTATION ACTIVITIES

#### Functional Activities

- PYN establishes data-sharing agreements & MOUs with partners
- PYN & partners develop early warning tools & assessment procedures
- PYN hires & manages college success coaches, instructors, & project manager
- OW staff & partners input data to & extract from ETO & other internal data systems
- PYN & partners attend regular stakeholder meetings (including w/ E³ Power Centers directors) & JFF/Aspen meets & regular OW calls
- PYN engages in program design, review and TA from JFF coach
- PYN raises match funds, budgeting, & finances
- PYN replicates the project at additional sites
- PYN does site visits at implementation sites
- PYN opens a learning community for partners to provide ongoing professional development
- PYN as backbone convenes a Project U-Turn action group to focus on increasing access to post-secondary experiences for opportunity youth

#### Post-Secondary Bridging Phase One

- OW staff do outreach & recruit participants, conduct orientation
- College Success Instructors provide academic readiness classes to students
- College Success Coaches facilitate workshops about post-secondary persistence skills and attitudes
- Coaches & Instructors individually (intrusively) advise & case manage students; refer to supportive services; remediate barriers where appropriate
- Coaches & Instructors record data
- Coaches and Instructors braid key E³ Power Center membership activities (participation in GED, empowerment, job readiness, & case management services) with bridging program activities
- Students attend campus visits and milestone events at CCP
- Coaches and Instructors prepare students for the Accuplacer entrance examination

#### Post-Secondary Bridging Phase Two

- Students enroll in one or more credit-bearing courses at CCP; PYN provides tuition, transit, textbooks and supplies
- College Success Coaches provide in-person guidance and advising for dual enrollment (Phase Two) students at CCP
- College Success Instructors deliver on-demand tutoring to support youth in dual enrollment
- College Success Coaches assist participants in matriculating at a Post-Secondary institution and navigating the financial aid process

### Contextual factors:

- E³ Power Center performance, GED testing standards, willingness of CCP faculty to help, CCP’s support & structure, state budget situation/ availability of public funds, youth’s personal barriers, availability of course sections at CCP, PYN staff turnover, PYN’s dual relationship as a funder, local politics & policies, TANF funding (affect E³ Power Centers), WIOA funding, seasonal/calendar changes (holidays, etc.)
### OUTPUTS

<table>
<thead>
<tr>
<th><strong>Program-Level</strong></th>
<th><strong>Short Term Outcomes</strong></th>
<th><strong>Medium/Long Term Outcomes</strong></th>
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<tbody>
<tr>
<td>• PYN has a set of documented, portable practices for other similar youth</td>
<td>• There is increased expertise about effective practices for connecting OY to post-secondary</td>
<td>• There are more opportunities for OY in Philadelphia to access post-secondary</td>
</tr>
<tr>
<td>• At least two providers beyond E³ Power Centers are implementing Back on Track</td>
<td>• More practitioners are aware of post-secondary bridging</td>
<td>• Post-secondary bridging is embedded and sustained in youth-serving program models such as E³ Power Centers or alternative high schools</td>
</tr>
<tr>
<td>• All implementation sites demonstrate a college-going culture &amp; alignment of services</td>
<td>• There is increased evidence of return on investment (ROI) and effectiveness of bridging</td>
<td></td>
</tr>
<tr>
<td>• Two convenings per year of the Project U-Turn post-secondary action group</td>
<td>• Project U-Turn Stakeholders commit to doing post-secondary bridging</td>
<td></td>
</tr>
</tbody>
</table>

### Bridging Phase One

- 240 youth enroll in Phase One classes during the grant term
- All participants have a documented post-secondary & career plan as a part of their Individual Service Strategies (ISS) or equivalent
- Records and engagement data exist for all 240 participants
- Every participant attends at least 24 hours of academic instructional activities and at least 24 hours of coaching activities during
- Every participant attends at least one milestone event
- All non-credentialed participants maintain satisfactory attendance in GED classes
- All participants have a documented post-secondary & career plan as a part of their Individual Service Strategies (ISS) or equivalent

### Participant Outcomes

- All participants have a GED within 6 months of completing Phase Two
- Students exhibit behaviors such as agency, communication, & time management
- Students matriculate at a post-secondary institution
- Students make progress toward a post-secondary credential
- Program participants attain post-secondary credentials that increase employability, including soft skills
- Students utilize post-secondary learning in their career
- Students are employed in well-paying jobs of choice

### Bridging Phase Two

- 204 of youth complete Phase One and enroll in credit-bearing courses at CCP (85%)
- Participants are placed into credit-bearing courses at CCP (at least level 2 in English and Math 118)
- Students have strategies to succeed academically
- Students have positive views of post-secondary education
- Students perceive classrooms as an emotionally safe space
- Students perceive themselves as Post-Secondary students
- Evidence of promising practices emerges from the data
- Non-credentialed students make progress toward the GED
- All participants have (or can identify) supportive peers & adults
- Students can successfully identify & access support services - in the college, public social services, or other general services

### System-Level

- There are more opportunities for OY in Philadelphia to access post-secondary
- Post-secondary bridging is embedded and sustained in youth-serving program models such as E³ Power Centers or alternative high schools
**Enriched Preparation**

Integrates high-quality college/career-ready instruction with strong academic and social supports

- College- and Career-Ready Culture
- College- and Career-Ready Curriculum and Instruction
- Intentional Use of Time, Technology, and Assessment to Customize Instruction and Accelerate Learning
- Personalized Guidance and Support

**Post-Secondary Bridging**

Builds college/career-ready skills and provides informed transition counseling

- Supported Dual Enrollment/First Technical Courses
- A Focus on College Knowledge and Success Strategies, and Employment Readiness
- Personalized Guidance on Connection to Best Bets

**First-Year Support and Beyond**

Offers appropriate supports to ensure postsecondary persistence and career success

- Support for Students to Earn Credits Predictive of Completion
- Just-in-Time Support to Ensure Persistence
- Building Attachment to Post-Secondary Education and Careers
PHASE ONE
Phase One

With the ultimate goal of bridging students into the Community College of Philadelphia, our phase one interventions are the “bridge to the bridge.” Given that our target population of youth were previously disconnected from education, our task is and was twofold: to get young people to who do not view themselves as “college material” to re-evaluate their own abilities; and to provide them the academic supports to bolster that new self-image. For a student to be successful in their bridging experience in phase two, and in their long-term post-secondary education, they must have a foundation of self-knowledge as well as an academic foundation. Phase one thus uses content to drive social emotional development, and uses social emotional development to drive content. Below, we situate the coaching intervention first, as its components are central to our program, and the academic intervention second, as much of the aspects contained therein are more flexible. Use our insights, structures, and materials to develop, design, and inform your own programming. Where applicable, we emphasize essential facets that we have found to be the cornerstones of our program.

College Success Coaching Intervention

In the college success workshop, the coach worked to spark deep thinking on self-concept, and demystify what going to college means and looks like. The Workshop was as much a space for reflection as it was for exploration of unfamiliar topics surrounding the college experience. Seizing “teachable moments” wherever they arose, we set the expectation that the workshop (and the academic class) was a place to ask questions, even if the answer seemed obvious. Building this kind of trust - both between student and coach, and among students - is what propelled students toward defining their own “future focus.” At its core, the workshop is meant to guide students toward the axis where their understanding of what post-secondary education is and what their life and career goals are, intersect. Practitioners should examine the following section for ways their own work can be enhanced toward this end.

Course Overview

Course Description
Workshops held two hours each week, covering a wide range of 21st century and social emotional skills.

Course Philosophy
While structured in part to simulate a real college course, workshop lessons and activities were generally self-contained, and did not have an explicit skill level they were building toward (unlike the academic writing intervention, discussed in detail on pg. 30) although some classes were scaffolded to align related themes. This format allowed the coach to cover a wide breadth of subject matter, thereby exposing students to topics they were unfamiliar with, as well as those they actively asked about. Students received a syllabus detailing expectations, course goals, class schedules and instructor contact information as a means of setting the tone and context of the course.

Course Goals
The goal of the workshops was to engage students to take a new and/or deeper look at a variety of college-related topics, through the lens of their own “future focus,” or vision of their own career and post-secondary goals. The workshop balanced a range of topics, from the elements of a post-secondary experience (types of post-secondary institutions, FAFSA, selecting a major, etc.), to developing abstract soft skills like self-advocacy and collaboration.

Learning Objectives
The learning objectives detailed below are what we determined to be the most important to include in our coaching intervention. Throughout the iterations of our program, these learning objectives were the ones that we most often saw a need to tailor our students’ experience toward. The first seven - starting with “Set College Expectations” and ending with “Understanding Path from College to Workforce” - we would deem indispensable to providing youth in a bridging program with the tools and information to examine their own post-secondary goals. They support the young person in developing relationships with their peers and confidence in themselves, while growing their knowledge base of post-secondary information. This material may be delivered in any number of ways, and in tandem with a variety of supplemental topics, for example, with additional coursework on college application writing, or on-campus resources. The next two sections, Course Map and Lesson Plans will provide further examples.
**Set College Expectations**
Students will understand the Post-Secondary Bridging Program to be a collegiate environment, where they are treated as adults. Students recognize the program as a supportive opportunity to learn college standards before officially entering college.

**Build Cohort**
Students interact with each other inside and outside of classroom, and feel connected by common goal of going to college. Students collaborate with and challenge classmates to uphold expectations and contribute to college atmosphere.

**Self-Awareness/Advocacy**
Students begin to develop a clear sense of how they interact with and relate to others. Students feel responsible for their own actions and behaviors. Students will feel comfortable seeking supports they find necessary for their own success.

**Goal Setting**
Students pinpoint motivations for continuing their education, and determine current and potential obstacles to their progress. Students actively engage with an intrinsic sense of resolve that they can call upon when challenged.

**Intro to "College Knowledge"**
Students are introduced to general ideas about college. Students voice thoughts and misconceptions about college behaviors and standards. Students begin to conceptualize themselves as "college material."

**Defining Personal Success**
Students formulate and articulate their own definition of success. Students define the measurements that indicate accomplishment of their goals. Students will identify behaviors and attitudes necessary to be successful and reflect on their own progress toward goals.

**Understanding Path from College to Workforce**
Students link educational attainment with economic gains over time. Students conceptualize the amount of time and learning necessary to work in particular fields. Students feel comfortable hearing and using typical language used to describe college academics.

**Accuplacer Prep**
Students view and feel comfortable with the layout of the Accuplacer exam. Students share and practice test taking strategies, both as a group and independently.

**Financial Aid Literacy**
Students differentiate between loans and other types of financial aid in order to make informed decisions about how they pay for college. Students become familiar with resources that can help them pay for college, and thereby feel that attending college is an economically feasible option.

**Priorities and Time Management**
Students identify their personal priorities and distinguish between obligations and leisure activities. Students will internalize the increased time commitments of college students and visualize ways to balance their current activities with schoolwork.

**Note-Taking/Annotation**
Students will learn strategies for taking effective notes and annotations. Students will practice strategies and evaluate their utility and appropriateness for future schoolwork. Students will feel comfortable distinguishing between taking notes during lecture or class discussion, and annotating a text or material.

**Course Map**
To follow, you will see the way in which our instruction and learning objectives were scaffolded to build toward our course goals. They have been broken down into “units” rather than “workshops” to allow for greater flexibility to adapt to differentiated schedules and programs. Practitioners may add, change, or omit aspects of the course map, based on the parameters of their own program. For example, a longer running workshop may cover more college
topics, or go more in depth with some of the topics listed. Given the purpose of the workshop, we recommend whatever format your coaching intervention takes that it maintain a strong emphasis on helping students establish their “future focus.” The specific “college knowledge” topics covered may vary, but students should still come away from the workshop with a better understanding of their own goals. Lesson materials (worksheets, packets, etc.) and activity resources (websites, articles, etc.) will be provided as an addendum to this curriculum.

### College Success Coaching Intervention

<table>
<thead>
<tr>
<th>Unit One (60-90 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Set College Expectations *</td>
<td>Program Introduction</td>
<td>* Warm-up *</td>
<td>* Students list questions they have about college/program to be answered later</td>
<td></td>
</tr>
<tr>
<td>* Build Cohort *</td>
<td>Review of Syllabus and Classroom Culture</td>
<td>* Discussion of College Expectations *</td>
<td></td>
<td></td>
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<tr>
<td>* Self-Awareness/Advocacy *</td>
<td>College Culture</td>
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<tr>
<td><strong>Unit Two (120-180 minutes of instruction)</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Goal Setting *</td>
<td>Why are we here?</td>
<td>* Discuss students’ &quot;whys&quot;</td>
<td>1-on-1 conversations to further articulate goals</td>
<td></td>
</tr>
<tr>
<td>* Intro to &quot;College Knowledge&quot; *</td>
<td>What is the point of college?</td>
<td>* Introduction to college culture, expectations, and environment</td>
<td>Q&amp;A about students understanding of college</td>
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<tr>
<td><strong>Unit Three (120-180 minutes of instruction)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>* Defining Personal Success *</td>
<td>What does success mean?</td>
<td>* Watch video on success *</td>
<td>Students rate themselves on traits, habits, and characteristics of successful people they listed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* How do people become successful?</td>
<td>* Discussion on success *</td>
<td>Students identify personal traits they have and areas of improvement</td>
<td></td>
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<td></td>
<td></td>
<td>* Talk about traits, habits, and characteristics that make those people successful</td>
<td>Follow up 1-on-1 conversations</td>
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<tr>
<td><strong>Unit Four (120-180 minutes of instruction)</strong></td>
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<tr>
<td>* Understanding Path from College to Workforce *</td>
<td>Define college terms (i.e. major vs minor, etc.), differentiate education levels and correlating professions</td>
<td>* Group discussion about each topic to the degree necessary for class to understand</td>
<td>1-on-1 conversations to help students better articulate academic/professional interests and to assess students understanding of discussed terms/concepts</td>
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<tr>
<td></td>
<td>* Breakdown graduation requirements</td>
<td>* Allow students to investigate college majors that interest them and possible professional pathways *</td>
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<td></td>
<td>* Student Q&amp;A</td>
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<td><strong>Unit Five (120-180 minutes of instruction)</strong></td>
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<tr>
<td>* Accuplacer Prep *</td>
<td>Components of the test</td>
<td>* Accuplacer prep questions *</td>
<td>* Accuplacer Sample Test *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Breakdown of each test section</td>
<td>* &quot;I Do, We Do, You Do&quot;</td>
<td>Follow-up instruction as needed</td>
<td></td>
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<td></td>
<td>* Strategies for success</td>
<td>* Extra instruction as needed</td>
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<td><strong>Unit Six (120-180 minutes of instruction)</strong></td>
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<tr>
<td>* Financial Aid Literacy *</td>
<td>College Tuition</td>
<td>* Discussion: What do students already know? *</td>
<td>Students participation in discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAFSA</td>
<td>* Walk through FAFSA, scholarships.com, fastweb.com</td>
<td>Students search for scholarships they are eligible for</td>
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<tr>
<td></td>
<td>Grants, Scholarships, Loans</td>
<td>* Discuss differences between grants, scholarships, and loans</td>
<td>1-on-1 follow up</td>
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<td><strong>Unit Seven (180-240 minutes of instruction)</strong></td>
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<tr>
<td>* Priorities and Time management *</td>
<td>Typical college schedule</td>
<td>* Go over amount of time spent in class/studying for part/half time schedule</td>
<td>Discuss students' schedules and help them create a plan</td>
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<td></td>
<td>Working, raising kids, and social life in college</td>
<td>* Discuss students’ priorities</td>
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<td></td>
<td></td>
<td>* Students make weekly schedules for their current week and for expected future week in college</td>
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<tr>
<td><strong>Unit Eight (60-120 minutes of instruction)</strong></td>
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<tr>
<td>* Note Taking/Annotation *</td>
<td>Note taking habits/strategies</td>
<td>* Presentation on note taking strategies/and good habits</td>
<td>Students present out to class on their note taking activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Type of note takers</td>
<td>* Importance of note taking/strategies for variety of materials</td>
<td>Students identify their preferred strategies for note taking and annotation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differences between types of notes depending on classes</td>
<td>* Note taking activity</td>
<td>Discussion</td>
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<td></td>
<td>1-on-1 follow-up as needed</td>
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Lesson Plans

Below you will see a breakdown of our lesson plans, which further explain the purpose/rationale behind each lesson, as well as a more detailed breakdown of the topics and activities covered. We structured all classes essentially the same: begin with a warm up, transition to the main activity, end with the assessment. As indicated above in the course map, the following lesson plans can be customized, or used as a skeleton for other activities.

<table>
<thead>
<tr>
<th>Course: College Success Workshop</th>
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<tbody>
<tr>
<td>Unit: One</td>
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<tr>
<td>Title of Lesson: Welcome to College Success</td>
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</table>

**Learning Objective:**
- Set College Expectations
- Build Cohort
- Self-Awareness/Advocacy

**Purpose:**
- Introduce Post-Secondary Bridging Program, provide syllabus and establish expectations for student behavior, attendance, and participation.
- Emphasize the alignment of Post-Secondary Bridging standards with normal college standards.

**Topics Covered:**
- Program Introduction
- Review of Syllabus and Classroom Culture
- College Culture

**Activity:**
- Warm-up
- Discussion of College Expectations

**Assessment:**
- Students list questions they have about college/program to be answered later
# Course: College Success Workshop

## Unit: Two

## Title of Lesson: What's Your “Why”?

### Learning Objective:
- Goal Setting
- Intro to “College Knowledge”

### Purpose:
- ✓ Get to know students’ reasons for participating in the program, for getting their GED, etc.
- ✓ Help students visualize their goals and desires for the future.
- ✓ Frame the expectations and standards of college.
- ✓ Highlight what differences and similarities students have in their beliefs about college.

### Topics Covered:
- Why are we here?
- What is the point of college?

### Activity:
- Discuss students’ “whys”
- Introduction to college culture, expectations, and environment

### Assessment:
- 1-on-1 conversations to further articulate goals
- Discuss how college fits into goals
- Q&A about students’ understanding of college
<table>
<thead>
<tr>
<th>Learning Objective:</th>
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<tbody>
<tr>
<td>- Define Personal Success</td>
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<table>
<thead>
<tr>
<th>Purpose:</th>
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<tbody>
<tr>
<td>✓ Challenge students to grapple with what they define as success. Hone in on what ways one can measure success, and what the qualities of a successful person are.</td>
</tr>
<tr>
<td>✓ Provide the opportunity for students to reflect on their own habits and mindset, and how they contribute to their own success. Allow students to consider what areas they are strong in, and where they could improve.</td>
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<table>
<thead>
<tr>
<th>Topics Covered:</th>
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</thead>
<tbody>
<tr>
<td>- What does success mean?</td>
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<tr>
<td>- How do people become successful?</td>
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<table>
<thead>
<tr>
<th>Activity:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td>- Watch video on success</td>
<td>- Student participation in discussion</td>
</tr>
<tr>
<td>- Discussion on success</td>
<td>- Follow up 1-on-1 conversations</td>
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<tr>
<td>- Talk about traits, habits, and characteristics that make those people successful and what students can gain from them</td>
<td>- Students rate themselves on traits and habits that they have listed</td>
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<tr>
<td>Course: College Success Workshop</td>
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<tr>
<td>Unit: Four</td>
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<tr>
<td>Title of Lesson: So, What Should You Study?</td>
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### Learning Objective:
- Understanding Path from College to Workforce

### Purpose:
- ✓ Expand students’ thinking about the relationship between college and their career goals.
- ✓ Define key college terms so that students feel comfortable hearing and using them in class and elsewhere.
- ✓ Explore career paths and corresponding levels of education needed.
- ✓ Concretely view the many components of an academic plan of study.

### Topics Covered:
- Define college terms (i.e. major vs minor, etc.), differentiate education levels and correlating professions
- Breakdown graduation requirements

### Activity:
- Group discussion about each topic to the degree necessary for class to understand
- Allow students to investigate college majors that interest them and possible professional pathways
- Student Q&A

### Assessment:
- 1-on-1 conversations to help students better articulate academic/professional interests and to assess students’ understanding of discussed terms/concepts
<table>
<thead>
<tr>
<th>Learning Objective:</th>
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<tbody>
<tr>
<td>• Accuplacer Prep</td>
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<thead>
<tr>
<th>Purpose:</th>
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<tbody>
<tr>
<td>✓ Give students a look at the inside of the exam and assuage some of the anxiety around test-taking.</td>
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<tr>
<td>✓ Provide test-taking strategies.</td>
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<tr>
<td>✓ Help students feel more comfortable with the overall structure of the Accuplacer. Not meant to exhaustively prep students for exam - students should be familiar with the sections, but not so much that they risk placing higher than their actual academic level.</td>
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<thead>
<tr>
<th>Topics Covered:</th>
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<tbody>
<tr>
<td>• Components of the test</td>
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<tr>
<td>• Breakdown of each test section</td>
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<tr>
<td>• Strategies for success</td>
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<tr>
<th>Activity:</th>
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<tbody>
<tr>
<td>• Accuplacer prep questions</td>
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<td>• “I Do, We Do, You Do”</td>
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<tr>
<td>• Extra instruction as needed</td>
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<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>• Accuplacer Sample Test</td>
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</table>
### Course: College Success Workshop

#### Unit: Six

#### Title of Lesson: The Price Isn't What You Pay

**Learning Objective:**
- Financial Aid Literacy

**Purpose:**
- Gauge students' knowledge of college financial aid.
- Introduce new language and provide in-depth explanations of how students can pay for college. Highlight the existence of scholarship resources and the pros and cons of loans.

**Topics Covered:**
- College Tuition
- FAFSA
- Grants, Scholarships, Loans

**Activity:**
- Discussion: What do students already know?
- Walk through FAFSA, scholarships.com, fastweb.com
- Discuss differences between grants, scholarships, and loans

**Assessment:**
- Students participate in discussion
- Students search for scholarships they are eligible for
## Course: College Success Workshop

### Unit: Seven

### Title of Lesson: Let's Talk about Time

### Learning Objective:
- Priorities and Time Management

### Purpose:
- Discuss the schedule of a typical college student.
- Get students thinking about how they currently use their time; how they plan their schedule, what obligations and appointments they have, and what social and familial events are important to them.
- Create a concrete action plan that considers both current priorities and priorities as a college student. Allow students to map out how they might use time more economically.

### Topics Covered:
- Typical college schedule
- Working, raising kids, and social life in college
- Time Needs vs. Time Wants

### Activity:
- Go over amount of time spent in class/studying for part/half time schedule
- Discuss students’ priorities, obligations, and wants
- Students make weekly schedules for their current week and for expected future week in college

### Assessment:
- Discuss students’ schedules and help them make an action plan
Course: *College Success Workshop*
Unit: Eight
Title of Lesson: What's in a Note?

**Learning Objective:**
- Familiarity with note taking and annotation strategies

**Purpose:**
- Familiarize students with different kinds of note taking and annotation techniques.
- Allow students to experiment and choose which strategies they prefer.
- Help students understand the occasions when they might need to annotate or take notes. Students should learn that they will not be able to write down everything they hear and should begin to feel comfortable with how they identify and collect important information.

**Topics Covered:**
- Note taking habits/strategies
- What type of note taker are you?
- Annotation vs. Note taking

**Activity:**
- Presentation on note taking strategies/good habits
- Have students take notes on discussion to follow along
- Provide written text for students to annotate

**Assessment:**
- Students present their notes of activity
- Students identify their preferred strategies for note taking and annotation
- 1-on-1 follow up with coach
College Success Academic Writing Intervention

The role of the college success academic writing intervention was to provide students with an opportunity to learn the components of college writing in a structured, low stakes environment. Given that the students in our target population were in a GED program, and had varying levels of academic skill, we found that a writing intervention was most appropriate; few students had practice writing persuasive essays, or could explicitly identify the different components of one. While we describe in detail our academic writing intervention, practitioners may find that an alternative academic intervention is a better fit; for example, a mathematics, or science intervention. If an academic intervention suits your program, at its core it should be meant to build students’ confidence and skills. The incremental nature of this intervention can be a valuable framework for your own adaptation.

Course Overview

Course Description
Academic writing focused course offered two hours per week, designed to introduce students to the college entry level persuasive (five paragraph essay).

Course Philosophy
Given the limited amount of time and variant baseline levels of students, in order to see strategic gains in vital literacy and writing skills our academic intervention focused primarily on the skills and demystification of the college entry level essay. This was decided based on factors including the feedback from instructors that writing was an area of significant deficiency and opposition, the writing portion of the Accuplacer Test is structurally the largest deciding factor of whether the student will test into a credit bearing course and the fact that writing is a skill needed across all majors and programs. In addition, the focus on writing was scaffolded from a sample curriculum/syllabus obtained from the Community College of Philadelphia's English 101 course. Given that CCP's English 101 was centered around essay writing, the first of which being a five paragraph persuasive essay, our course was designed to align with this skill set.

Course Goals
Below are the specific learning objectives, but at its essence, this intervention had two central goals. The initial goal was to familiarize our students with the components and strategies of writing the basic five-paragraph essay, while the second goal (and perhaps more important) was to demystify the complexities and difficulties of writing an essay, and in doing so, drastically reduce the amount of anxiety our students have in response to being assigned one.

Learning Objectives

The learning objectives detailed below are what we determined to be the most important to include in our academic writing intervention. As stated above, this intervention may not be fitting for every bridging program, given their population, resources, and needs. We find that in both interventions, it is necessary to include “Set Expectations” and “Build a Cohort” as minimum learning objectives, as both helped to create a strong connection and sense of pride for the student toward the program and their peers. Practitioners should use the following learning objectives as an incremental guide for any type of academic instruction that builds toward practical application of college-level skills.

Set Expectations
Students will understand and internalize the increased expectations which are academically, socially and emotionally necessary to be successful in a post-secondary setting. Students connect the dots between the expectations required and the supports offered both in our college prep course and in the post-secondary bridging experience in phase two. The increase in academic work is defined here as an intensified workload and the difficulty of materials and content. Increases in social and emotional expectations include, but are not limited to, a heightened expectation of communication, proactive problem-solving, appropriate classroom etiquette, time management, and more.

Build a Cohort
Students will feel a connection with their fellow classmates that will both heighten the prestige of the program and create a reality of the journey to come. A cohort will help students to persist and feel like they are a part of a community all experiencing the same triumphs and struggles together.
**Mastery of Concept of a Thesis Statement**

Students will master the ability to write a thesis statement expressing an argument that includes a “who”, “what” and at least one “why.” Students will understand the definition of a thesis statement as the point they are trying to prove in their essay, and that it represents the most important element of a persuasive or five paragraph essay. Students will be able to replicate this skill independently.

**Essay Type/Component Familiarity**

Students will gain a familiarity with the different types of essays (Narrative, Persuasive, Compare and Contrast, etc.). In addition, students will master the components of the five paragraphs of a standard persuasive essay (Introduction, Body Paragraphs 1-3, Conclusion).

**Introduction Paragraph**

Students will master the name and purpose, and learn the structural patterns of an introductory paragraph. Students will be familiarized with each step of the process, restating the question in an opening line, expressing the opposing viewpoint, stating the holes in that argument, then lastly stating their thesis statement.

**Body Paragraph Concepts and Components**

Students will master the terminology and be able to list the pattern and progression of a properly constructed Body Paragraph. Students will be able to list the proper order of their arguments, topic sentence, introduction of evidence, explanation of evidence, concluding statement.

**Body Paragraph Replication**

Students will be exposed to and practice the replication of the proper construction of an effective body paragraph. Students will be able to effectively structure a body paragraph using a worksheet/thought organizer.

**Conclusion Paragraph**

Students will learn the elements and purpose of a concluding paragraph. Students will be able to identify the necessary components of an effective conclusion, re-stated thesis statement, the positive summation of your arguments.

**Accuplacer Prep**

Students will gain a familiarity with the components of the Accuplacer Test, specifically the three sections (Essay, Reading, and Math) and the time limits associated with each. Students will be able to effectively structure a practice five paragraph essay using a worksheet/thought organizer.

**Connecting Short Story Source Material to Five Paragraph Essay**

Students will be familiarized with the next step of a persuasive essay, moving away from opinion based essays to source material. Students will gain an understanding of how to use evidence from a text to support an argument/thesis statement. Students will be able to connect the dots that the pattern from the opinion to source material does not change the structure or progression they have practiced.

**Narrative Essay Practice**

Students will gain an understanding of how to construct a narrative essay, including the following skills of framing, conflict introduction and resolution using a story arc approach. Students will master the concept/purpose of a narrative essay as intended to change the mind of a reader just as a persuasive essay.

**Narrative Essay Structure Replication**

Students will be able to structure their own narrative essay using a worksheet/story arc template. Students will be able to effectively frame and resolve their story in the time and space allotted. Students will familiarize themselves with the first-person style and ability to remain in a consistent tense.

**Course Map**

To follow, you will see the way in which our instruction and learning objectives were scaffolded to build towards our course goals. They have been broken down into “units” rather than “classes” to allow for greater flexibility to adapt to differentiated schedules and programs. Practitioners may add, change, or omit aspects of the course map, based on the parameters of their own program. For example, a longer running class may cover more writing techniques, or go more in depth with some of the topics listed. Given the purpose of the class, we recommend whatever format your
academic intervention takes that it maintain a strong emphasis on helping students improve their confidence and academic skills. The specific academic topics covered may vary, but students should still come away from the class feeling more academically prepared than when they started. Lesson materials (worksheets, packets, etc.) and activity resources (websites, articles, etc.) will be provided as an addendum to this curriculum.

<table>
<thead>
<tr>
<th>Unit One (60-90 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>• Set Expectations</td>
<td>• Program Introduction</td>
<td>• The Impossible Quiz</td>
<td>• Short Paragraph/Journal Entry of a Mistake they want to avoid</td>
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<tr>
<td></td>
<td>• Build Cohort</td>
<td>• Review of Syllabus and Classroom Theme</td>
<td>• Discussion of Current Mistakes we make</td>
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<td>• Make New Mistakes Mantra</td>
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<th>Unit Two (120-180 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>• Thesis Statement Mastery of Concept</td>
<td>• What is an Essay?</td>
<td>• Thesis Statement Instruction</td>
<td>• Thesis Statement Worksheet</td>
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<tr>
<td></td>
<td>• Essay Type/Component Familiarity</td>
<td>• Thesis PowerPoint</td>
<td>• Thesis Practice/Group Share Workshop</td>
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<td>• Who, What, Why</td>
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<th>Unit Three (120-180 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
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<tr>
<td></td>
<td>• Introduction Paragraph</td>
<td>• Introduction Paragraph</td>
<td>• Introduction Paragraph PowerPoint</td>
<td>• Introduction Group Activity</td>
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<tr>
<td></td>
<td>• Body Paragraph Concepts and Components</td>
<td>• Body Paragraphs</td>
<td>• Read Sample Intros</td>
<td>• Body Paragraph Packet</td>
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<td></td>
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<td>• Evidence vs. Opinion</td>
<td>• Body Paragraph PowerPoint</td>
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<td>• Components of Body Paragraph</td>
<td>• Group Paragraph Writing</td>
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<th>Unit Four (60-120 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
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<tr>
<td></td>
<td>• Body Paragraph Replication</td>
<td>• Body Paragraph Components</td>
<td>• Review Body Paragraph Packet</td>
<td>• Body Paragraph Packet Assessment</td>
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<tr>
<td></td>
<td>• Conclusion Paragraph</td>
<td>• Adding Source Material</td>
<td>• Source Material Activity</td>
<td>• Written Conclusion</td>
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<td></td>
<td></td>
<td>• Conclusion Paragraph</td>
<td>• Conclusion PowerPoint</td>
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<th>Unit Five (120-180 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>• Accuplacer Prep</td>
<td>• Putting it together</td>
<td>• Accuplacer Prep Essay</td>
<td>• Accuplacer Sample Essay</td>
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<td></td>
<td></td>
<td>• Accuplacer Practice Essay</td>
<td>• Sample Essay Question</td>
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<th>Unit Six (120-180 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Connecting Short Story source material to five paragraph essay</td>
<td>• Critical Reading using source material into essay</td>
<td>• Read “One Friday Morning” by Langston Hughes</td>
<td>• Sample Essay Outline</td>
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<td>• Outline Sample Essay using packet</td>
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<tr>
<th>Unit Seven (180-240 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Narrative Essay Practice</td>
<td>• Introduction of Narrative Essays</td>
<td>• Read “Learning to Read and Write” by Frederick Douglas</td>
<td>• Storyboarding/Story Arc Practice Worksheet</td>
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<td></td>
<td>• Key Components</td>
<td>• Read “I Am Malala”</td>
<td>• Topic Selection</td>
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<td></td>
<td></td>
<td>• Story Arc</td>
<td>• Discussion of Components</td>
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<table>
<thead>
<tr>
<th>Unit Eight (60 minutes of instruction)</th>
<th>Learning Objective</th>
<th>Topic Covered</th>
<th>Lesson/Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Narrative Essay Replication</td>
<td>• In Class Narrative Essay written with Support</td>
<td>• In class time to write and get peer feedback on narrative essay</td>
<td>• Narrative Essay Completion</td>
</tr>
</tbody>
</table>
Lesson Plans

Description: Below you will see a breakdown of our lesson plans, which further explain the purpose/rationale behind each lesson, as well as a more detailed breakdown of the topics and activities covered. We structured all classes essentially the same: begin with a warm up, transition to the main activity, end with the assessment. As indicated above in the course map, the following lesson plans can be customized, or used as a skeleton for other activities.

### Course: College Success Instruction

**Unit:** One

**Title of Lesson:** Make New Mistakes

**Learning Objective:**
- Cohort Building
- College Expectations Setting

**Purpose:**
- ✓ Set the tone that this class will be different from their GED/Accelerated Classes, highlighting the importance of attendance, promptness and communication.
- ✓ Establish the theme of the course that our goal is not to be perfect, but instead to “Make New Mistakes”, driving the narrative of persistence and resilience over perfect, we celebrate overcoming problems.
- ✓ Playing the Impossible Quiz online to show how much farther you can get when you avoid the same mistake.

**Topics Covered:**
- Post-Secondary Bridging Syllabus
- Make New Mistakes PowerPoint
- Impossible Quiz

**Activity:**
- Review and Discuss Post-Secondary Bridging Syllabus
- Highlight the Key Components of any Syllabus (office hours, attendance policy, etc.)
- Make New Mistakes Discussion
- Impossible Quiz

**Assessment:**
- Spot Questions to gauge understanding of Syllabus
- Impossible Quiz
- Oral Discussion of Mistakes that they would like to avoid
- Written journal entry of a mistake and what they plan to change
**Course:** College Success Instruction  
**Unit:** Two  
**Title of Lesson:** Thesis Statement Practice

### Learning Objective:
- Thesis Statement Mastery of Concept  
- Essay Type/Component Familiarity

### Purpose:
- ✓ Begin foundation of mastery in the topic of a thesis statement as a building block for the college level essays.  
- ✓ To provide students with the basic understanding and key components of a thesis statement.  
- ✓ Build the skill of writing and formulating their own moving towards independent replication.  
- ✓ Introduce Students the different forms of essays, and what they have in common.

### Topics Covered:
- What is an Essay?  
- Essay Types and Forms  
- Thesis Statement (Who, What, Why?)

### Activity:
- What is an Essay PowerPoint  
- Review and Discuss Different Types of Essays with special attention to Persuasive and Narrative  
- What is a Thesis Statement  
- Key Components (Who, What, and Why)

### Assessment:
- Spot Questions confirm understanding of PowerPoint  
- Group Discussion of Thesis Statement Components  
- Thesis Statement Practice  
- Peer to Peer Workshop of Thesis Statement
Course: College Success Instruction

Unit: Three

Title of Lesson: Introduction and Body Paragraph

Learning Objective:

- Introduction Paragraph
- Body Paragraph Concepts and Components

Purpose:

✓ Familiarize Students with the concept and elements of an Introductory paragraph, covering the opening line, providing opposing side of the argument, and thesis statement. Goal of demystifying how to begin an essay, moving towards familiarity not mastery.

✓ Begin laying groundwork for key components of a Body Paragraph, specifically clarifying difference between fact and opinion. Review the four steps to writing a Body Paragraph (Topic Sentence, Introduce Evidence, Explain Evidence, Concluding Sentence) to be practiced in Unit Four.

Topics Covered:

- Introduction (Opening Line, Opposing Argument, Inclusion of Thesis Statement)
- Evidence - Fact vs. Opinion
- Body Paragraph (Topic Sentence, Introduce Evidence, Explain Evidence, Concluding Sentence)

Activity:

- Introduction PowerPoint
- Read Examples of well written Introductions
- Introduction Work Packet
- Body Paragraph PowerPoint
- Fact vs. Opinion Practice

Assessment:

- Group Discussion reviewing Sample Introductions and what made them effective
- Introduction Work Packet
- Fact vs. Opinion Group Discussion
# Course: College Success Instruction

## Title of Lesson: Body Paragraph and Conclusion

### Learning Objective:
- Body Paragraph Replication
- Conclusion Paragraph

### Purpose:
- ✓ Reinforce skill of step by step writing formula for Body Paragraphs (see components above).
- ✓ Workshop and practice these skills in work packets to be better enable students to familiarize themselves with the pattern.
- ✓ Cover components and concepts within the Conclusion Paragraph (re-stating thesis statement, going forward sentences).

### Topics Covered:
- Body Paragraph Formula/Components
- Conclusion Paragraph (Re-stating Thesis, Going Forward)

### Activity:
- Review and Discuss Key Components and Pattern of Body Paragraphs
- Body Paragraph Work Packets
- Conclusion Paragraph PowerPoint
- Conclusion Work Packet

### Assessment:
- Group Discussion and Review of Body Paragraph Elements and Pattern
- Body Paragraph Work Packet
- Conclusion Work Packet
<table>
<thead>
<tr>
<th>Course: College Success Instruction</th>
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<tbody>
<tr>
<td>Unit: Five</td>
</tr>
<tr>
<td>Title of Lesson: Accuplacer Prep</td>
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</table>

**Learning Objective:**

- Accuplacer Prep

**Purpose:**

- ✔ Cementing the pattern/“how-to” write the Accuplacer Essay.
- ✔ Provide students with a sample Accuplacer Essay that they will outline using the work packets to increase familiarity with the pattern.

**Topics Covered:**

- Accuplacer Sample Essay

**Activity:**

- Accuplacer Review
- Sample Essay Exercise
- In Class Writing Time/Conferencing

**Assessment:**

- Accuplacer Practice Essay Outline
## Course: College Success Instruction

### Unit: Six

### Title of Lesson: Source Material Prep

<table>
<thead>
<tr>
<th>Learning Objective:</th>
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<tbody>
<tr>
<td>• Connecting Short Story source material to five paragraph essay</td>
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<table>
<thead>
<tr>
<th>Purpose:</th>
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<tbody>
<tr>
<td>✓ Exposing students to the next level of college essay, moving away from opinion based essays to essays requiring source material. As a group we will build an essay using material from a short story as the evidence supporting our thesis statement. Class is designed to introduce students to next level of essay not towards mastery.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Topics Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Source Material</td>
</tr>
<tr>
<td>• Short Stories</td>
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<table>
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<tr>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read Langston Hughes’ “One Friday Morning”</td>
</tr>
<tr>
<td>• Discuss Sample Essay Question</td>
</tr>
<tr>
<td>• Write Thesis Statement</td>
</tr>
<tr>
<td>• Discuss Source Material in Body Paragraphs</td>
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<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spot Questions to assess understanding of “One Friday Morning”</td>
</tr>
<tr>
<td>• Thesis Statement Review</td>
</tr>
<tr>
<td>• Group Discussion of Source Material in Body Paragraphs</td>
</tr>
</tbody>
</table>
# Course: College Success Instruction

## Unit: Seven

### Title of Lesson: Narrative Essays

#### Learning Objective:
- Narrative Essay Practice

#### Purpose:
- ✓ Introduce Students to the art of the Narrative Essay, highlighting that Narrative Essays are still trying to change your mind.
- ✓ Discussing the three act structure of a narrative essay, beginning, middle and resolution.
- ✓ Familiarize students with arc template to outline a story.

#### Topics Covered:
- What is a Narrative Essay
- Three Act Structure
- Narrative Arc Template

#### Activity:
- Read “I am Malala”
- Narrative Essay PowerPoint
- Group Discussion Breakdown of Three Act Structure
- Narrative Arc Template

#### Assessment:
- Spot Questions of “I am Malala”
- Narrative Arc Template
### Course: College Success Instruction

#### Unit: Eight

#### Title of Lesson: Narrative Essay Part Two

### Learning Objective:

- Narrative Essay Replication

### Purpose:

- ✓ Practice with Students the skill of crafting a Narrative Essay.
- ✓ Assist the Students with the creative process of constructing their own story, and the helpful tricks (framing - when to start/when to end, identifying the conflict/catalyst, identifying three acts of story).
- ✓ Practice completing Story Arc worksheet/template

### Topics Covered:

- Narrative Essay Practice

### Activity:

- Read “A&P” by John Updike
- Assess Components (Framing, Catalyst, Three Acts)
- Narrative Story Arc Worksheet

### Assessment:

- Spot Questions of “A&P”
- Narrative Arc Worksheet
PHASE TWO
Phase Two

Design and Implementation

When constructing the design for our Post-Secondary Bridging Program phase two intervention, our coaches relied heavily on the guidelines put forth in the dual enrollment portion of JFF’s Back on Track Model. Our program specifically drew on the elements of “supported dual enrollment” and “personalized connection to best bets.” In designing based on these practices, our program focused heavily on intensive on-campus supports. Specifically, this involved targeted 1-on-1 or small group support and navigation through each early transitional step.

Students worked with their coach and instructor to apply and prepare to take the entrance Accuplacer exam. Once scores were received, they sat with both coach and instructor to review their scores and register for the appropriate class. Leading up to their start date, students would meet in a small group to tour and locate their classroom, as well as purchase their books and obtain their college ID.

Once classes began, our phase two design involved coaches checking in with students on campus fifteen minutes prior to their class to ensure on-time arrival and attendance, as well as to intrusively advise and encourage additional academic or personal supports when needed. As the semester continued, our coaches would strategically phase themselves out of these in-person check-ins to allow the student to grow more accustomed to their independence. Intensive communication was continued to monitor and encourage self-advocacy for help when required.

Upon completion of the course, phase two would end with coaches sitting down with students to review their performance in the course, congratulate their accomplishment as well as look to next steps. Coaches would help facilitate the transition from the Post-Secondary Bridging Program to that of a fully matriculated student.

Challenges

Upon implementing the designed phase two model, issues began to arise rather quickly. Below, you will find a list of challenges that presented themselves along the lifespan of the program, in the following section you will find some recommendations and strategies to implement.

Communication

Soon after our first cohort entered phase two, we were alerted to a flaw in our design. Much of our design was predicated on our ability to communicate with students in a both frequent and in-depth manner. A large portion of our model relied on the ability to set-up meeting places and times, check-in on the progress of assignments and general well-being. Given our students limited and inconsistent access to working or functional cell phones, the flaw in our model was apparent very early on.

While the realities of our students’ struggle to maintain a working cell phone were not unknown to us, the depth of the issue was mitigated during phase one by having the shared physical space of the center where students could be located and communicated with. Without the ability to regularly communicate with students, scheduling, meeting and monitoring in a timely and effective manner was increasingly difficult if possible at all.

Avoidance

Compounding the issue of communication was the dynamic of avoidance. Many of our students who were not able to successfully complete their college course followed a very similar pattern. This pattern usually involved absences or missed assignments early in the semester that eventually snowballed into the student severing communication and attending class.

Initially, the coaching model had been designed to encourage the student to seek academic support and help when necessary. In hindsight the dynamic of encouraging help once it is necessary proved itself to be far more reactive rather than proactive. Students were falling behind on work, and their anxiety over their missed work was causing them to avoid the tasks only to spiral deeper from there. As that cycle progressed it was increasingly difficult for our coaches to communicate and intervene effectively as they were kept in the dark or at arm’s length. Students who were engaged in receiving help prior to the need for help were far more successful as the semester wore on.
Difficulty
For a small minority of our students, the degree of difficulty in the course proved to be insurmountable. While not specifically a flaw in the design or model of the program, it bears noting that for some of our students despite high-levels of self-advocacy and sought out support, the challenges of the academic rigor for a variety of reasons were too much for them. In these circumstances, our coaches were able to assist in aiding them in withdrawing and dropping from the course, as well as helping them look at other options available to them.

Financial Aid
A consistent struggle during the transitional portion of phase two centered around assisting students with their financial aid application. It seemed that for each student there was a unique complication different from the issues navigated before. While coaches were active in soliciting assistance from outside partners specializing in financial aid, much of the onus of the work is left on the young people or their families where communication, free time, resources, and capabilities are limited.

Outside Barriers
Additionally, a continuous challenge for our phase two were the personal challenges affecting our students. Issues with child care, housing, employment and general wellbeing were at times prohibitive for our student's ability to succeed in their college course. In this respect, much like the academic issues, our program model was at times too reactive and not as proactive as was required to troubleshoot potential issues before they grew to an unmanageable level.

Recommendations

Structure
Looking at the flaws in our model, it is our recommendation that additional structure be added to phase two in order to provide greater opportunity to proactively approach a range of issues. Setting up a mandatory "study hall" or "meeting time" each week where students are required to meet as a group to review future assignments, receive individualized tutoring and discuss topics and issues that students are experiencing, would be enormously beneficial towards achieving that pursuit.

We would recommend a weekly check-in made mandatory, with appropriate incentives, to attend. Setting up this expectation and open space would encourage the skills of time management as well as build confidence and cohort amongst the students. This weekly check-in could be phased out in similar ways throughout the semester, beginning at once or twice a week, evolving to bi-weekly, and then as needed. These times could also be used to cover topics and disseminate announcements and opportunities on campus. On-campus clubs and groups could be invited to speak or present to the students as a way of engaging or connecting them to additional on-campus supports.

Deeper Planning
While our coaches and case workers sat with students to review their child care and applicable "plans", it is our recommendation that practitioners take this one step further and create "emergency plans." As an example, many of our students have daily child care, but by encouraging them to locate or secure back-up or alternate options, one can avoid the pitfalls if/when that daily option falls through. In this sense, we have found a way of being proactive in solving a problem before it surfaces, instead of the reactive approach of scrambling to assist the young person in finding a last-minute option when plan A has fallen through.

Earlier FAFSA Application
In the current design of our model, financial aid was included in the checklist of elements to complete once the students are ready to transition beyond the Post-Secondary Bridging Program. Taking this approach has created an avoidable time crunch when the inevitable issues arise. It is our recommendation that financial aid be applied for months before they are looking to utilize it to provide the appropriate length of time to enlist support and navigate this complicated process.
Technological Support

Though our team was never quite able to successfully troubleshoot the issue of our students' access to technology and cell phones, we do highly recommend when building a program to look within your budget to consider allocating resources to assist in this department. Of the students that we were able to assist with monthly minutes or access to internet or home computer, they saw an increased level of progress and success.
KEYS TO SUCCESS
Over the life of our program, we used a proactive, “intrusive” approach for supporting our young people. Despite its negative connotation, we find that “intrusive” is the best way to describe the kind of active-engagement with which we operated. From our first interactions with the youth, up until they completed our program and beyond, we worked to foster the type of relationships with them that helped them feel comfortable approaching us with issues, and equipped us with the insight into their lives to help them when they did not. This strategy allowed us to select appropriate candidates for our program, identify students who were not yet ready, along with the barriers that made it so, and put structures in place to help mitigate those barriers when they were participating in the program. Keeping abreast of our students’ life circumstances was as crucial at the recruitment phase of our program as it was throughout the program itself. Without knowing the changing factors in their lives, we could not support them as issues arose, and thus we proactively implemented measures to check-in with students as they progressed, both in phase one and in phase two. Given the level of instability that our young people commonly experienced in their lives, we found that structure and consistency were crucial parts of a support system, ultimately helping them build toward their own self-sufficiency.

For practitioners looking to manage student intake and progress in a post-secondary bridging program, this section will outline processes for identifying appropriate candidates, monitoring student progress, supporting enrollment into a post-secondary institution, and phasing out intensive supports over time. We provide our own specific practices, and offer them as the basis upon which a bridging program can function.

Identifying Candidates

Objective
To identify students who are a good fit for the program based on their post-secondary goals, academic readiness, and personal life circumstances.

Explanation
For the population we serve, it is often the case that timing has a large effect on a student's ability to actively engage. Moreover, the relationships that the student has with staff provide insight into their readiness, as it relates to their academic level, personal life circumstances, and post-secondary goals. Communication among staff is crucial to identifying students who meet these and other criteria, and the selection process is successful when staff thoughtfully consider both the student's potential for success in the program and the benefit the student will receive from participating.

The purpose of identifying “best fit” candidates rather than allowing students to self-select into the program is to prevent students who may be most appropriate from opting out, and those who are not most appropriate from opting in. It should be stated that a student may be deemed “not a good fit,” in so far as they are simply not a good fit right now. This can be for many reasons; they want or need to work before they can focus on post-secondary opportunities, they are struggling academically, they are dealing with their own children or siblings, or they simply do not have the level of maturity that will allow them to be successful at this point in time. The criteria may vary based on the program structure and goals, but our philosophy is to ensure that students taking part in the program are set up to be successful at the outset. Thus it is important to know the student's barriers in order to help guide them to options that are viable and realistic for their circumstances.

Example
As part of the recruitment process, the coach and instructor spend time getting to know students; building relationships with them before beginning the college success cohort contributes to students' desire to participate in the program. The team identifies students who may be potential candidates, and confers with the rest of staff to decide if those students seem ready to begin post-secondary bridging. As part of the selection process, coach and instructor take into account a student's progress toward credential completion (i.e. GED), post-secondary goals, academic readiness, and personal life circumstances. A student may have lower academic skills but has the attitudes and behaviors of a disciplined and focused student, and may be selected for the class. Another student may excel academically, but they have unreliable childcare and spotty attendance, and this student may not be selected for the
current cohort. At a later date, the latter student may be revisited, and having improved their attendance and placed their child in daycare, may be selected for the next cohort.

**Student Success Checkpoints**

**Objective**

To embed opportunities for students and staff members to check-in with each other on student concerns and issues throughout phase one and two, allowing time for staff to address any needs for additional support or interventions.

**Explanation**

As can be said for many programs that serve our target population of youth, it often happens that students suddenly and without warning stop attending. The reasons can range from personal life barriers to a sense of academic or even intellectual inadequacy, and students may not disclose these concerns without being prompted. It is thus crucial to build in checkpoints throughout the PSB journey for students and staff members to touch base on the academic, social emotional, and personal needs of the student as they change over time. Below are the checkpoints that we found to be most valuable in our practice. Our opinion is that it's best to err on the side of more contact rather than less. However, a program that already has an intensive case management or advising structure may not need these exact checkpoints, because staff are already consistently engaging youth about these concerns. In either case, this proactive approach can make it easier for practitioners to provide students with the resources they need at the first sign of an issue, thereby constantly ensuring that obstacles are being addressed upfront.

**Checkpoints**

*Start of Phase One*

**Initial Evaluation**

- Staff meet with students individually to assess interest and readiness for program, including needs, such as childcare, academic level upon entry, and other potential concerns or barriers
  - Include any relevant case managers or staff who can add insight to a student's situation
  - Help students plan for both the particulars of the bridging phase (e.g. child care plans, anticipated work schedules, etc.), as well as preliminary plans for after the bridging phase (e.g. is student planning to enroll full time? Does student want to work after bridging? How does college fit into their long-term career goals?)

**Midpoint Assessment**

- Staff assess whether student is on track to complete the prep phase
  - Now that students have gained some knowledge, they should meet with staff to review their goals to make sure they still align with pursuing post-secondary education

- This is also the time to begin the application process to the partnering post-secondary Institution

**End Evaluation**

- Staff decide with student whether they will move on to the bridging phase, factoring in their overall performance in phase one and any improvement during the prep period
  - Revisit any existing or new life barriers that student is dealing with, and identify any areas of support that student may have moving forward. Staff should connect student with any necessary resources and create action plan to help student continue managing issues

- Staff should guide students through the process of taking the placement test, reviewing their scores, selecting an appropriate course, and registering

*Start of Phase Two*

**Prior to Semester Start**

- Staff meet with students to acquire IDs and rosters. Additionally, staff should help familiarize students with facilities and resources on campus
Start of Semester
- Staff provide intensive support to students for first week of classes, meeting with high frequency to troubleshoot logistical issues such as obtaining books, finding classes, understanding syllabus, etc.

End of Week 2
- Staff establish a schedule of check-ins for students to touch base on any concerns or needs
  - If possible, staff meet with students before or after class time, in order to assure student attendance

First Major Assignment/Test
- Staff should work with students closely on the first major assignment or exam, providing students with intensive support and oversight to assure full completion and establish confidence
  - For subsequent assignments, staff should decrease their involvement over time, allowing student more independence and responsibility for completing assignments

Midpoint of Semester
- Staff should begin decreasing support for students, and shifting onus on students to request help as needed
  - Direct students to on-campus resources such as tutoring and counseling centers
- Staff schedule formal meetings with students to assess their progress, and start to plan next steps for after the finish of the semester
  - Address with any struggling students the need to see other supports, and if necessary, the possibility of withdrawing
  - For students who will be enrolling in following semester, staff should support them in completing financial aid and/or directing students to resources on how to do so

End of Semester
- Discuss with students their final course grade/assessment, future plans for next semester and beyond
  - Revisit career goals, fit of post-secondary institution, current life circumstances, etc.
  - Support students in making informed decision on next steps upon completion of PSB program

Enrollment Timeline

Objective
To provide a guide through the program enrollment process for students entering a course at a post-secondary institution.

Explanation
Intrinsic to the nature of a post-secondary bridging program is the aspect of bridging the gap between a student's knowledge and what is needed for their success. While navigating college enrollment on one's own is a difficult task, particularly without specific knowledge surrounding the college's processes for admission and registration, participating in a bridging program allows an individual guidance through the complex components of beginning their post-secondary experience. The following graphic and example are meant to outline the knowledge practitioners need in order to manage the process of enrolling students into a post-secondary institution. We use our own knowledge of the process for enrolling students into the Community College of Philadelphia (CCP) as an example of the kind of details necessary for practitioners to be aware of. Like any post-secondary institution, there are pieces of importance but sometimes non-apparent information that are essential to successfully navigating the CCP enrollment process. We include them here to illustrate the fluency which implementing staff must have with the partnering post-secondary institution when enrolling students.
From the initial application to CCP through registration, the overall timeline of this process typically spans 3-5 weeks. After applying, it may take one full week for students to receive their J-number via email; once they take the placement test, it may take another week for the scores to become available. Registration is often the lengthiest part of enrolling a student, because it requires identifying appropriate courses, and then submitting them to CCP via a special form. This may take anywhere from two to three weeks, and in some cases longer. In our experience, unexpected delays slowed down the process, (e.g. new registration procedures, testing delays, etc.) and thus future staff should err on the side of a longer process, particularly for the Fall semester, when there is a high volume of students enrolling.

There are two windows during which students can be registered. The first is at the end of the spring semester in May, and to a lesser extent, June. At this time, fall classes are just opening, and students have a better chance at getting a seat in their preferred class. To ensure students can be registered during this window, they should take the placement test as soon as possible upon completing the academic and workshop portions of post-secondary bridging.

The second window is at the end of August, before the start of the fall semester. This window is significantly shorter, and is by no means the ideal time to register students, but in the month of July, there is little to no availability and it is a challenge getting any student enrolled. Due to circumstances like financial aid being denied and students choosing other post-secondary pathways at the last minute, students who were originally registered for classes may be dropped from those courses, opening new seats. However, because the turnaround may be long but the window is short, there is the possibility that students who need to be registered at this time may not receive a spot in a class.

CCP Course Details

The typical post-secondary bridging student usually places within one of the four levels of pre-college English developmental courses. These courses are for students whose reading and writing skills are not college level. Developmental courses are non-credit bearing, and therefore do not count toward a student's degree; however, a student must have college level reading and writing skills in order to take other courses in the college.

Students who place into level 1 are required to take the reading and writing workshops. Students may place into either or both reading and writing, and must strengthen their skills before being able to retake the placement test.

Students with a placement score of level 2 or level 3 must take a pair of linked courses for reading and writing improvement. Level 2 students must take the writing course English 098 and the reading course 099. When registering, the detailed description of one course will show which second course it is linked to. During the semester, the two courses will take place consecutively, as one long class.

Students placing into level 4 must only take English 098 for writing improvement, and does not need to take a linked course.
Levels 5 and 6 are for students who either place into English 101 and 108 for reading improvement, or place directly into English 101, respectively. When registering students in level 5, the detailed description of one course will show which second course it is linked to. During the semester, the two courses will take place consecutively, as one long class.

Checklist

Apply to CCP
- Students holding a GED or other credential complete the general admissions online application
  - Note: School Name is E3 Power Center
- Non-credentialed students complete paper dual enrollment “Advance at College” application
  - Note: Superintendent/Principal is the Post-Secondary Bridging coach/staff Member

Obtain J-Number
- Student receives J-number and MyCCP login information within one week via email
  - Program staff should record J-number and login information for their own records

Take Placement Test
- Student can schedule placement test or attend drop-in testing on CCP Campus
  - Drop-in hours can be found on the CCP website: [http://www.ccp.edu/getting-started/what-are-placement-tests](http://www.ccp.edu/getting-started/what-are-placement-tests)
  - On testing day, student must bring a valid form of identification (e.g. state ID, driver's license, or school ID)

View Placement Test Scores
- Scores are available in student's MyCCP account about one week from test date
  - Navigate to MyCCP login page
    - Note: Many students lose their login information, and staff can help by providing recorded details; otherwise students can retrieve their login using their J-number and social security number
    - After logging into MyCCP account, navigate to Student tab → Enrollment Services → Enrollment Profile → scroll to the bottom of page, where score and class level is displayed

Register for Class
- View class times and dates in the CCP course finder
  - Note: Students who place into the developmental English courses (Levels 1-5) will need to take a pair of linked courses for intensive writing and reading instruction. They are consecutive courses, so they will take place on the same day, e.g. English 098 meets MW 9:10am-10:10am, and English 099 meets MW 10:20am-11:20am
  - Discuss student's preferred class times and dates
    - Note: When viewing linked courses in the course finder, information on secondary course will appear on detailed page for first course
  - After identifying 3 possible class times that are feasible for student's schedule, staff should submit dual enrollment registration form to CCP with top choice, including student's name, J-number, course name, number, time, and instructor
    - Note: Student will need to be registered for two courses that are linked if they place into Levels 1-5. When selecting preferences, CRN and other course information should be included for both courses.

Get CCP ID
- Print student's roster by logging into their MyCCP account → select Student tab → Enrollment Services → Enrollment Profile → My Current and Future Term Course Registration → Print Schedule → select term from drop down and hit submit
  - Note: Roster can be printed for free from any of the computers in the Bonnell Building
Take student to Department of Safety and Security (at the back entrance of the Bonnell Building) with a valid state ID or driver’s license and roster

Tour CCP

- Show student classroom and building their course meets in
- Take student to important buildings and locations that they will need to know to access necessary resources and services

Phase Out Approach

Objective
To structure each intervention with the appropriate exit strategy to successfully enable a smooth and seamless transition upon completion of program.

Explanation
Throughout the course of a post-secondary bridging program one must, from the beginning, prepare for the day that the student is no longer a part of the program. Too often programs put forth tremendous effort to build a series of supports and interventions without a plan to phase them out for their clients/students. The unfortunate byproduct of such efforts is that you make yourself indispensable to the people you serve, leaving them with nowhere to turn or unable to cope upon completion of your program.

To this end, from our experience, we recommend that the planning for the implementation of interventions must, at the very least, be equal to the amount of planning for phasing out those interventions. Phasing out, in this capacity, can take many forms. In some instances, phasing out will be as simple as connecting students early on, with a soft handoff, to additional supportive services at their disposal. In others, phasing out will require planning how a student will go about completing their own assignments without needing to connect with program staff. Each program will contain their own unique interventions, and it is incumbent upon staff to appropriately design the way in which they phase out those supports.

Example
Once enrolled in a college English course, early in the semester students are encouraged to meet with staff members to assist and supervise the writing of their first assigned essay. For the subsequent essay, this intervention is phased out by requiring students to first write a first draft of the essay independently before workshopping it with staff. In the next step of the phase out, the student is required to first write the essay and bring it to the tutoring center on campus for their support, then sharing it with the program staff member. For the final portion of the phase out, students are asked to complete the essay on their own, utilizing the tutoring center as needed, then submit it to the professor without additional help from staff member.

We want to hear from you!

If you have any feedback about this handbook or would like to share how you are using this in your community, please contact communications@pyninc.org.

For more information about implementing this work in your community, please contact Stephanie Gambone, Executive Vice President, PYN at sgambone@pyninc.org.
The Philadelphia Youth Network (PYN) is a solutions-builder forging together significant players to alleviate a root cause of poverty by preparing 12-24-year-olds to become productive working adults. Our work is grounded in the understanding that young people need access to both education and employment, proven factors in being prepared for a career. With a track record of increasing impact, PYN funds and brokers action with the right partners to collectively address barriers. PYN constructs systems to create change, while innovating to meet evolving needs. Together with our partners, PYN dramatically changes the trajectory of individuals' lives by giving voice to underserved youth, and ultimately creating a pipeline for an educated, engaged workforce.

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Project U-Turn is an alliance that unifies partners to increase the graduation rate and prepare young people for new opportunities. The alliance is led by an executive committee, steering committee and action teams with cross-sector representation from the School District of Philadelphia, the Mayor’s Office of Education, the city’s Department of Human Services, Community College of Philadelphia, Public Citizens for Children and Youth, William Penn Foundation, practitioners and young people. Project U-Turn is managed by the Philadelphia Youth Network.

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