

transition

Transition is
in your future.

Transitioning to College and Career – Implementing a Career Contextualized Transitional Program
April Root



College and Career Readiness

- Located in Charlotte, North Carolina
- Serve 9,000+ students annually
- Classes on 6 campuses and 30 community sites
- 80% of new students enter functioning below an 8th grade level



For more information visit www.cpcc.edu/ccr



Goal:

Career Contextualized
Transitional Program

Why ?
What ?
How ?

Share Your Experiences



Why ?

Keeping Pace with Changing Economic Conditions

By 2018 , 60% of jobs will require
some form of post secondary training
(OCED, 2014)

Are we ready?

3.1 Million
Americans are considered long-term
unemployed

24 Million
working Americans have low literacy skills

46 Million
Americans struggle with numeracy

U.S. Department of Education



Skills set for 21 century living:

- knowledge-based economies
- connected global communities

PIAAC

literacy, numeracy, problem solving

information-processing competencies

team work, communication, self management

generic or soft skills

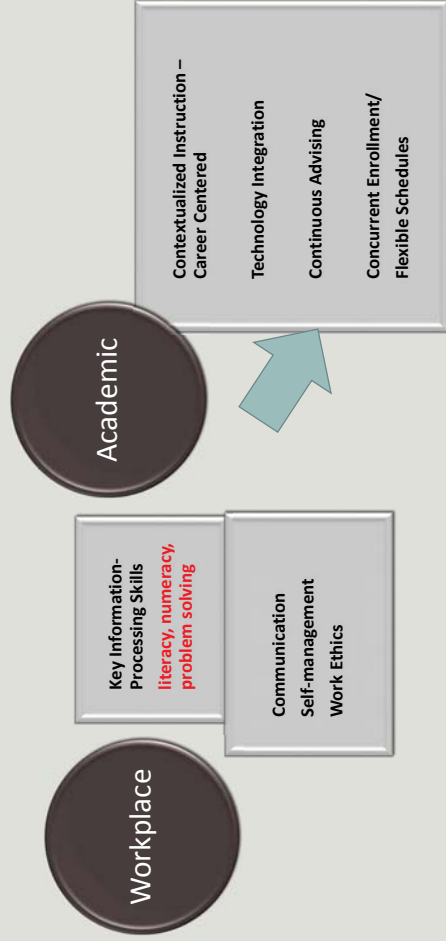


Reflect

What is your program doing to reflect 21 century learning?

What ?

IMPACT – We Can Make a Difference



What ?



Transition - Key Components





Military Job Training Community College University Employment Personal Goal

Graduation & Transition

High School
Equivalency
Diploma

Adult High School
Diploma

CPCC College
Certificate

Career
Readiness
Certificate

Transition to College & Career

Pathways to Employment

- GED® Preparation
- Tuition-free College Courses
- College & Career Readiness

**Level
5&6**

Transition Readiness

Bridge to Careers

- Career Focus
- Pre-GED® & Pre-AHS

**Level
4**

Foundations II

Way to Work

- Academic Foundations
- Job Readiness
- Worksite Experience

**Level
3**

Foundations I

Academic Skills for College and Careers

**Level
1-2**

Programs of Study

Information and Assessment

**Start
here!**

Program Information

Academic Assessment

Goal Setting/Registration



Pathways to Careers

Student Journey Guide

What is my goal? _____

What is my inspiration? _____

What are my personal commitments? _____



Step 5 Graduation and Beyond

- - Receive program certificate.
- - Attend Pathways Graduation.
- - College transition guidance (Financial Aid, Faculty Advisors contact information, etc)
- - Career Services Guidance

Step 3

Acceptance, Registration and Orientation



- - Consideration for program based on academic progress, attendance, and commitment.
- - Prepare required documents and finalize with advisor for scholarship and program admission
- - Take Accuplacer test.
- - Attend pre-registration session for program of interest.
- - Attend Orientation to meet staff and classmates

Step 4

Begin Program of Interest



- - Succeed in Curriculum classes, support classes and HSE Prep (if applicable.)
- - Attain HSE (if applicable.)
- - Study hard and seek assistance when needed.

Step 2

Academic Support and Preparation



- - Build academic skills based on score and goals
- - Complete required GoPathways classes
- - Complete Pathways to Career Registration Checklist
- - Attend Bridge to Careers academic classes (If applicable)
- - Attend HSE Prep Class (If applicable)
- - Earn Career Readiness Certificate
- - Progress test TABE as needed
- - Accuplacer Test prep

Step 1

Get Informed and Make Informed Decisions



- - Pathways Information Session (Wed 8:30 am -11:30 pm)
- - Academic Evaluation through TABE (Thursday 9:00 am - 1:30 pm)
- - Academic Program placement and Educational Plan created with Advisor based on personalized assessment and needs.

Beginning



How?

Transition Program Path see handouts

Pathways to Careers

Student Journey Guide

What is my goal?

What are my personal commitments?

Step 3
Acquire Information and Orientation

- Complete forms for program based on academic progress, interests, and program information.
- Attend program information sessions.
- Attend program orientation sessions for program of interest.
- Attend Orientation to meet staff and classmates.

Step 1
Academic Support and Registration

- Build academic skills based on scores and goals.
- Complete Pathway to Career Registration.
- Attend Bridge to Careers academic classes (if applicable).
- Attend Bridge Pathway Class (if applicable).
- Program Fee (if applicable).
- Complete 1st LAR as needed.
- Complete 1st prep.

Graduation & Transition

High School Equivalency Diploma

Multi High School Diploma

DPCV Career Certificate

Career Readiness Certificate

Transitions to College & Career

- GED Preparation - Career
- College & Career Readiness

Level 5&6

Transition Readiness

Ready to Work

- Career Focus
- Academic Foundations
- Workable Experience

Level 4

Foundations II

Why to Work

- Academic Foundations
- Workable Experience

Level 3

Foundations I

Academic Skills for College and Careers

Program of Study

Level 2-3

Information and Assessment

Program Information | Academic Assessment | Goal Setting/Registration

Start Here! →

Recruitment/Outreach

Marketing

Intake Process

Community Outreach

Employers

Registration/Orientation

Orientation

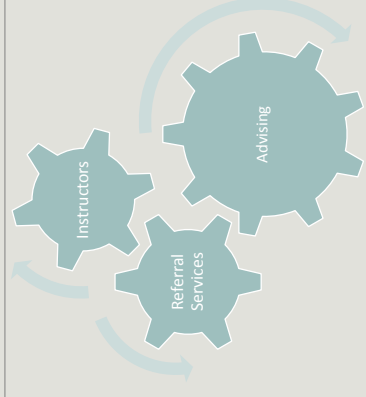
Assessment

Advising

Registration

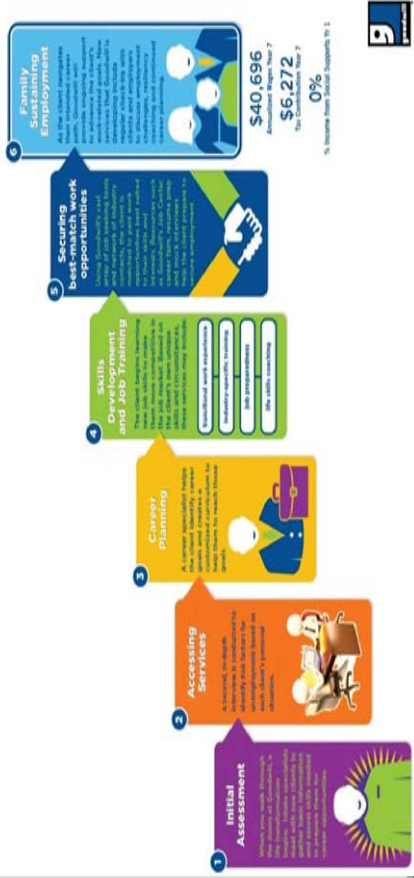
Course Offerings

Advising/Retention



Way to Work

CAREER DEVELOPMENT CONTINUUM



Instructional Program Component- Way to Work

Contextualized Math and Language Arts

- Students are enrolled in contextualized vocational focus Reading and Math courses as part of a 20 student cohort.

HRD

- All students are enrolled in a cohort that requires students to attend a HRD component for the class

Internship

- Students are required to attend an internship to gain skills for on the job training

Career Readiness

Three key components:



"Employability skills have often been cited by employers as the skills most critical to workplace success in the 21st Century economy." — <https://www.acteonline.org/general.aspx?id=1964H.U2ei.YF6U4G>

What Employers Are Saying...

- 93 percent of employers surveyed agreed that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major."

Hart Research Associates for the Association of American Colleges and Universities, *It Takes More Than A Major: Employer Priorities for College Learning and Student Success*, 2013.

- Professionalism/Work Ethic, Teamwork/Collaboration and Oral Communications are rated as the three "most important" applied skills needed by entrants into today's workforce.

The Conference Board, *Corporate Voices for Working Families, the Partnership for 21st Century Skills and SHRM, Are They Really Ready to Work?* 2006.

Way to Work

Academics
Language Arts
Math
Contextualized learning

HRD/Working Smart
Career Awareness
Career Planning
Employability Skills

Internship
On Site Training
Work experience
Networking
1-1 program support



Innovations Grant Language Arts Curriculum Level 3 Pacing Guide
Lincoln Fairweather and Antwa Cherry

College and Career Readiness Standards for Speaking and Listening	Topic	Subtopics	Text/Complexities	Integrated Resources
1. To analyze a text and its issues, perspectives, and solutions, analyzing how one or more issues are developed and how they interrelate and how the issues and solutions are shaped and refined through the course of the text.	1. Career Overview	Medical (Healthcare) Occupations	CCRC Backlinks to determine what the text is really saying to make an informed decision. Use the text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.	Use a collection of text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.
2. To analyze a text and its issues, perspectives, and solutions, analyzing how one or more issues are developed and how they interrelate and how the issues and solutions are shaped and refined through the course of the text.	2. Skills to Know	• Job (Occupation) Job Features • Interviewing • Job Offer	CCRC Backlinks to determine what the text is really saying to make an informed decision. Use the text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.	Use a collection of text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.
3. To analyze a text and its issues, perspectives, and solutions, analyzing how one or more issues are developed and how they interrelate and how the issues and solutions are shaped and refined through the course of the text.	3. Personal Skills	• Career Planning - Personal • Job Offer	CCRC Backlinks to determine what the text is really saying to make an informed decision. Use the text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.	Use a collection of text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.
4. To analyze a text and its issues, perspectives, and solutions, analyzing how one or more issues are developed and how they interrelate and how the issues and solutions are shaped and refined through the course of the text.	4. Career Goals	• Job Offer - Career • Job Offer	CCRC Backlinks to determine what the text is really saying to make an informed decision. Use the text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.	Use a collection of text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.
5. To analyze a text and its issues, perspectives, and solutions, analyzing how one or more issues are developed and how they interrelate and how the issues and solutions are shaped and refined through the course of the text.	5. Personal Responsibility	• Job Offer • Interviewing • Job Offer	CCRC Backlinks to determine what the text is really saying to make an informed decision. Use the text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.	Use a collection of text to analyze the text's main ideas and supporting details, as well as the text's structure and style, and analyze how the text's form and style contribute to its meaning and style.

"Working Smart"

- Five interactive modules
- 24 – 30 hour curriculum
- Designed for adults with multiple barriers to employment
- 6th grade reading level

Lesson Sample:



**Employer
Expectations**

Code Switching

Basketball or Football:

<https://www.youtube.com/watch?v=5lYrPIbGwTg>

How could I use Working Smart or another Soft Skills Employability Training curriculum with my community college students?

- A stand-alone employment readiness class
- An added component to your overall job readiness course offerings
- A support class within your Basic Skills Plus program
- Selected modules integrated into existing work-related programs or career services
- Other ideas?

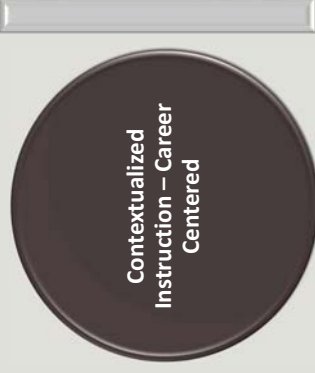
<http://cte.ed.gov/employabilityskills/>

Career Pathway Model

The **Career Pathways Model** consists of a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment in that sector. (Jenkins 2006, p.6)

Bridge or On Ramp – consists of contextualized modules that focus on academic and soft skills in the context of career awareness. Support services provide college readiness knowledge and nonacademic support to help individuals navigate to completion.

What ?



Contextualization in Career Pathways

1. Effective learning requires not only the acquisition but also the *active application* of knowledge, skills, and processes.
2. To encourage transfer to other contexts, effective learning requires the acquisition of a complex knowledge base including content knowledge, skills, and cognitive and meta-cognitive strategies.
3. Learning is a function not only of the activity itself but also of the context and culture in which it takes place.

Source: Gillespie, M.K. (2011). EFF Research Principle: A Contextualized Approach to Curriculum and Instruction. Washington, D.C.: National Institutes for Literacy. Retrieved from <http://www.edpubs.gov/document/e001934w.pdf>

Checklist Activity

CENTRAL PIEDMONT COMMUNITY COLLEGE		COLLEGE AND CAREER READINESS
Transition Program Checklist		
<input checked="" type="checkbox"/>	Component:	Notes about our plan:
<input type="checkbox"/>	WOSA Alignment	
<input type="checkbox"/>	Recruitment & Marketing	
<input type="checkbox"/>	IRMA & Orientation	
<input type="checkbox"/>	Student Assessment (Attendance & Credit)	

Questions, Discussion & Bonus Features

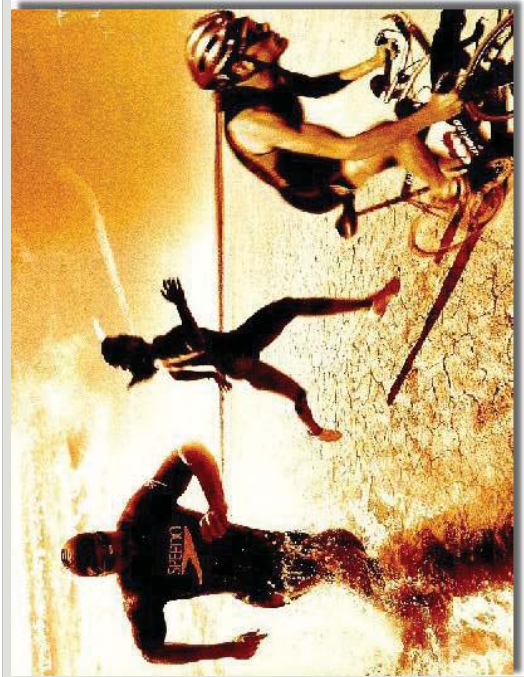
Here is a collection of some of my favorite websites: <http://cpccsheena.weebly.com/>

Module 2: Fractions
 Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation, and transportation services.

Module 3: Decimals
 Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Module 4: Percents
 Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support services.

Module 5: Ratios, Rates, and Proportions
 Building packages in IT occupations frameworks for entry level, technical, and professional careers related to the design, development, support, and maintenance of information technology systems.



Transition Program Checklist

☒	Component:	Notes about our plan:
<input type="checkbox"/>	WIOA Alignment	
<input type="checkbox"/>	Recruitment & Marketing	
<input type="checkbox"/>	Intake & Orientation	
<input type="checkbox"/>	Student Assessment (Academic & Career)	
<input type="checkbox"/>	Advising System	
<input type="checkbox"/>	Contextualized Academics	
<input type="checkbox"/>	Technology Integration	
<input type="checkbox"/>	Soft Skills Curriculum	
<input type="checkbox"/>	Internship Opportunities	
<input type="checkbox"/>	Collaborative Partners	
<input type="checkbox"/>	Transition Plan (College and/or Career)	
<input type="checkbox"/>	Mentoring & Support	
<input type="checkbox"/>	Funding & Administration	
<input type="checkbox"/>	Other:	

Favorite sites

Symbaloo: <http://edu.symbaloo.com>

Collection of Websites: <https://edshelf.com/>

WVABE Binder: <http://www.livebinders.com/play/play?id=411993>

Northstar Digital Literacy: <http://www.digitalliteracyassessment.org/>

Typing sites: <http://www.typing.com/> or <http://www.gcflearnfree.org/typing>

St. Paul Literacy Computer Skills: <http://spclc.org/curricula-resources/computer-curriculum>

Basic Computer Skills: <http://digitallearn.org/learn>

Interactive sites: <http://interactivesites.weebly.com/>

TV 411: <http://www.tv411.org/>

Open Educational Resources: <https://www.oercommons.org/>

Literacy Link HSE Prep: http://litlink.ket.org/learning_plan.aspl

Wisc-Online Learning Objects: <https://www.wisc-online.com/learn>

Common Core Lessons: http://betterlesson.com/common_core?from=bl_landing

Saylor Academy Open Learning: <http://www.saylor.org/#>

NROC: <http://www.thenrocproject.org> and <http://nrocmath.org>

Hippocampus (NROC, STEM, SIATech, etc): <http://www.hippocampus.org>

PBS Learning Media: <http://www.pbslearningmedia.org/>

TABE Progress Checks: http://www.fldoe.org/workforce/programs/vpi_ck.asp

TABE Preparation: <http://www.dmtc.edu/admissions/tabe-test-preparation.php>

TABE Study Guide: <http://www.studyguidezone.com/pdfs/tabeteststudyguide.pdf>

Practice for TABE: <http://www.easternflorida.edu/admissions/placement-testing/documents/lake-city-cc-practice-tabe-revised.pdf>

Reading/Language Arts:

Lessonopoly: <http://www.goorulearning.org/#profilepage&id=cd46b323-83d6-44ef-acf1-cef0705623db&user=Lessonopoly>

The Times in Plain English: <http://www.thetimesinplainenglish.com>

News ELA leveled passages: <https://newsela.com/>

Wonderopolis: <http://wonderopolis.org/>

ReadWorks: <http://www.readworks.org/>

Free Rice: <http://freerice.com/category>

TED Talks EDU: <http://ed.ted.com/>

ALRC Vocabulary Lessons: <http://www.thecenterweb.org/alrc/reading-pub.html>

ABE Vocabulary Lessons: <http://abspd.appstate.edu/vocabulary-lessons>

Math:

Math Worksheets: <http://themathworksheetsite.com/>

Math Drill Worksheets: <http://www.math-drills.com/>

Math Videos and Lessons: <http://jmath.net/>

Math Practice: <http://www.purplemath.com>

Math Videos: <http://www.mathtv.com/>

Math Teaching Resources: <http://illuminations.nctm.org/Default.aspx>

Khan Academy: <https://www.khanacademy.org/math/arithmetric>

Math Lessons: <http://www.aaamath.com/>

Lessons, Worksheets, and Games: <http://www.mathgoodies.com>

GEDmath.com (McGraw Hill) <http://highered.mheducation.com/sites/0809222329/index.html>

Virtual Manipulatives: <http://nlvm.usu.edu/en/nav/vlibrary.html>

Math in Daily Life: <http://www.learner.org/interactives/dailymath/>

My Open Math: <https://www.myopenmath.com/index.php>

Illustrative Mathematics: <https://www.illustrativemathematics.org/>

Virtual Manipulatives: http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html