

# Coaching for College and Career: *A SkillWorks Toolkit*



**SkillWorks**<sup>SM</sup>  
PARTNERS FOR A PRODUCTIVE WORKFORCE

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The SkillWorks Coaches Peer Learning Group, formed in 2009, is a forum for practitioners to meet and define a set of issues, tools, and/or discussions to help further their work. Through the years, the coaches have shared best practices and problem-solved together in support of their clients' career and educational goals. During 2012, this group of talented and resourceful coaches met regularly to identify a set of tools and processes that represent their "go-to" resources when providing academic and career coaching to clients. The tools are meant to be flexible. There is no one right way to use them. With modification, coaches can use the same tool for a one-on-one meeting or in a group setting. These coaches work with a continuum of clients from limited English speakers to fluent English speakers with a degree or coursework in their native countries to native English speakers pursuing a GED.

No matter where your clients are on their educational or career path, these tools in conjunction with engaged dialogue with you can assist them in making more informed and better decisions as to their next steps. There is wide and deep experience among the coaches and we hope that by sharing their wisdom and practical tips your clients will reach their dreams!

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# Introduction

**Loh-Sze Leung, Executive Director, SkillWorks**

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**SkillWorks:** Partners for a Productive Workforce is a collaborative of funders who jointly support workforce training, capacity building, systems change and public policy advocacy in Massachusetts. Together, more than 20 funders<sup>1</sup> have invested nearly \$25 million in these efforts over 10 years. Throughout the life of the initiative, SkillWorks has had the privilege to work with an incredible group of community-based training providers, employers, labor-management partnerships, and educational institutions who have collaborated to help more than 4,500 people access training, jobs and career advancement opportunities and to help employers access a skilled workforce.

Almost all of the initiative's programmatic grants to these partnerships have included significant investments in career and/or academic coaching as a complement to their skills training offerings. These coaches have formed a backbone of support for the participants served by SkillWorks projects to date. Recognizing this important role, SkillWorks has focused on building coaching capacity and expertise since at least 2005, offering numerous workshops, presentations and peer learning groups for grantees and non-grantees alike.

The Boston Private Industry Council (Boston PIC), a SkillWorks partner organization, serves as Boston's workforce investment board and its school-to-career intermediary. Whether collaborating with the Mayor's Office of Jobs and Community Services to oversee the distribution of public funding for workforce development or brokering high school students into summer jobs and school-year internships, the PIC works where business and community interests intersect, addressing the talent and diversity needs of employers while creating career pathways for Boston youth and adults.

In 2011, with the help of a Social Innovation Fund grant through the National Fund for Workforce Solutions, SkillWorks was able to fund a college navigation coach, Zeida Santos, at the Boston PIC to specifically support SkillWorks participants attending Bunker Hill Community College. This additional investment reflected the initiative's growing focus on post-secondary credential attainment for working adults, which had also been expressed through the focus of SkillWorks' workforce partnership investments and advocacy work, especially the Skills2Compete Massachusetts campaign.

This investment in college navigation for adult students at Bunker Hill Community College also leveraged the existing PIC SuccessBoston coaching infrastructure, which is focused on post-secondary credential achievement of recent graduates from the Boston Public Schools. Three years into implementation with grant support from The Boston Foundation, SuccessBoston coaches have already shown that having a guide to facilitate connections to campus resources when needed positively impacts retention with the goal of improving completion outcomes over the long term. It was our hope that SkillWorks' investment in expanding coaching resources to reach part-time, working adult students, a population traditionally less connected to campus resources and plagued by lower completion rates, would bear similar fruit and highlight the need for and value of such services.

<sup>1</sup> SkillWorks is currently supported by nineteen public and private funders: the Barr Foundation; BNY Mellon; Boston Foundation; the Chorus Foundation; the City of Boston; the Clowes Fund, Inc.; the Commonwealth of Massachusetts; the Garfield Foundation; the Hyams Foundation; Mabel Louise Riley Foundation; Microsoft Corporation; the National Fund for Workforce Solutions; the Nellie Mae Education Foundation; Perpetual Trust for Charitable Giving, Bank of America, N.A., Trustee; A.C. Ratshesky Foundation; State Street Foundation; the Surdna Foundation; U.S. Department of Labor through Jobs for the Future; and the United Way of Massachusetts Bay and Merrimack Valley.

This demonstration of need and value is particularly important given the increasing attention being paid to the transition to college for adult learners in the education and workforce development policy agendas. In its most recent procurement, the Commonwealth's Adult and Community Learning Services division of the Department of Elementary and Secondary Education highlighted in its third goal the charge to "prepare students for success in their next steps: in college and further training, at work, and in the community." Programs are encouraged to partner with workforce development agencies to create more robust referral networks and connections for adult learners as they pursue career goals.

In the fall of 2011, a consortium of the Commonwealth's community colleges was awarded a \$20 million Department of Labor grant to address the needs of adult learners, particularly those seeking to up-skill and enter the labor market quickly. These resources represent a real opportunity to transform how adult learners move between and through the workforce development system and post-secondary education at community colleges. In fact, grant funds were awarded to the colleges to hire "college navigators" to provide support for those customers in the One Stop Career Centers pursuing courses, certificates and degrees at their local community colleges.

Finally, in 2012, the legislature passed and Governor Patrick signed into law an Economic Stimulus and Jobs bill that included \$5 million in new state investment for the Workforce Competitiveness Trust Fund, with a special focus on creating better pathways to middle-skill credentials and careers and linkages between various parts of the workforce and education pipeline, including community-based organizations, community colleges, and the publicly-funded workforce training system.

The SkillWorks' college navigator's work to develop tools and strategies to help clients and coaches successfully navigate the post-secondary environment, the workforce partnerships' career coaches' consistent participation and sharing in ongoing peer learning sessions, and the initiative's ongoing commitment to and investment in capacity building and peer learning, have led to the development of this toolkit for career and academic coaches.

Previous SkillWorks initiative reports<sup>2</sup> have discussed the importance and the value of coaching that has helped many participants navigate an often confusing and fragmented training and educational landscape; develop a plan for success; and then stick to that plan over time. We have discussed particularly effective staff and their approaches; the challenges of staff turnover; the resource intensive nature of the work; and the need to better understand the impact of the position.

Yet, this toolkit is the first time we have tried to pull together a document by coaches and for coaches that focuses on and shares the tools they find most helpful in working with clients, particularly in the areas of career exploration, career/educational advancement and credential attainment. The contents are not exhaustive by any means—there are a great many resources out there, and we have included references and links to helpful resources in each section—but the individual tools included were chosen and vetted by our coaches with the help of a facilitator, Martha Oesch, from the Commonwealth Workforce Coalition.

We hope you will use the toolkit as intended—as a source of inspiration for working with clients; as a resource from which coaches can pull tools, exercises and worksheets; and as the starting point for developing your own set of best coaching practices.

<sup>2</sup> All of SkillWorks' evaluation reports can be found online at <http://www.skill-works.org/resources-evaluation-reports>.

# Career Exploration and Planning for College

## Introduction and Overview

Career exploration is the first step for clients contemplating a move to enter the workforce, advance in a job, or pursue post-secondary education and training. Knowing oneself and one's options are key to making intentional, well-informed decisions about how to reach a career goal. Career exploration helps clients become knowledgeable about the many resources and job opportunities available to them.

The guidelines and suggestions below are based on the experience of Zeida Santos, the SkillWorks college navigator. She has observed that even though most students come to her with one common goal, pursuing a certificate or degree, their varied backgrounds and circumstances makes this process unique for each of them. It is quite important to take this into consideration to help students make smarter decisions in their college process. Students will benefit from different programs and resources depending on their background, current status and interests.

It is not the navigator's intention to categorize students but to provide some ideas that might work in different situations. The navigator has subdivided students into 4 main groups in order to help coaches better guide their students:

1. Clients who have a high school diploma and are interested in starting college but who first have to take developmental courses in English or Math or both.
2. Clients who need to work and may want to find a job sooner rather than later. These clients may have been laid off or have not had a job for a while.
3. Clients who are employed and would like to move up to another position and build a career within their current industry sector.
4. Clients who are employed but would like to pursue a career in a different field.

### ***Here are some suggestions to keep in mind while working with the different student types described above:***

1. Needs Remediation. This group includes students who have placed in developmental courses or below. It is important to meet with students after they have taken the placement test. If coaches realize that the student has placed in either ESOL classes or developmental classes, they should explain carefully to students what this means in terms of time and money. Students can be referred to outside programs such as Bridge to College programs or ABE programs. Students need to know that the College Placement Test can be retaken anytime. These students would also benefit from boot camps if they are offered. Bunker Hill Community College (BHCC), for example, offers summer Math and English boot camps. The navigator had three students in the boot camp one year and they all placed one level higher when they retook the test after the boot camp.
2. This group includes clients who come to college to get a certificate or degree with the purpose of getting credentials to find a job. It is important to point out to these clients that finishing a certificate or degree is not going to grant them a job automatically. Coaches should encourage them to try to find a job, even if it is part-time, that is related to the field they are interested in. Students should take into account their experience if any, their interests and the major they



### **Coaching Tip #1:**

**Try a boot camp to brush up on basic skills. Three SkillWorks participants at Bunker Hill Community College participated one summer and increased their placement scores by one level after the boot camp.**

have chosen when applying for a job. Depending on the department, building relationships with faculty, who often have industry contacts, may be very useful in helping students identify employment opportunities both during school and after graduation.

3. This group includes clients who have a current job but would like to move up to other positions in the same field. It is important to encourage these students to talk to their direct supervisors as well as the Human Resource (HR) Director and explain their goals. The HR director can often offer some ideas, as well as information about benefits such as tuition reimbursement and release time. The student should be encouraged to ask for job shadowing or cross-training opportunities at the worksite, if possible. Students should also be encouraged to look at and consider labor market projections/outlook for the positions they hope to attain at the end of their studies.
4. This group includes those students who have a job but would like to get a job in another field and would like to study something different. It is important to have these “career changing” students explain to you why they have chosen the new field and what they know about it. Coaches should encourage the student to thoroughly research the field and the available employment opportunities, including labor market projections for the next few years. Coaches should also offer resources where appropriate and applicable. It would be appropriate and helpful for students in this situation to apply for entry-level jobs in their field of interest and for coaches to provide assistance to help them do so. This is another area where it will help to build close relationships with faculty who have industry connections.



## Coaching Tip #2:

Encourage students seeking advancement within their current field or employer to talk with their direct supervisors and human resources staff about their goals.

### ***Next steps for clients can include referral to:***

- **ESOL/GED programs**  
Students may need to improve English language skills before applying for additional education and skills training. Immigrant students with high school diplomas or college educations may need to improve their English skills to pass college entrance exams and then place into credit bearing courses.  
  
The Massachusetts Adult Literacy Hotline can help students identify a course that fits their needs: <http://www.getrealmass.info/hotline/>.
- **Bridge to College programs**  
Bridge programs help students identify career and education goals and develop the skills, content knowledge, and learning strategies they need to enter and succeed in postsecondary education and employment. For Bridge to College programs in your area check with the MA Department of Elementary and Secondary Education, Adult and Community Learning Services, your local community college, and your local Workforce Investment Board (WIB).
- **Skills Training Programs**  
Many skills training programs are provided through community based organizations. For a list of programs in your area check with your local WIB and community college.

### **In the Greater Boston area, skills training sources include the following:**

- Office of Jobs and Community Services, Boston  
<http://www.bostonredevelopmentauthority.org/jcs/programs.asp>
- Job Training Alliance  
<http://www.jobtrainingalliance.org/>

**A note about this toolkit**

This toolkit is not exhaustive and some of the tools included in this section are drawn from other sources the coaches have found useful. These are noted below.

- **Integrating Career Awareness Into the ABE/ESOL Classroom Curriculum Guide (ICA Guide)**

The ICA curriculum guide provides classroom-ready, flexible lessons, handouts, and online resources to prepare instructors and counselors to guide adult students through a career awareness and planning process. Sections include Cultural Context for Career Awareness, Self-Exploration, Occupational Exploration, and Career Planning Skills.

It can be downloaded from the System for Adult Basic Education (SABES) website:  
<http://sabes.org/workforce/integrating-career-awareness.pdf>.

OR

A disk of the curriculum can be obtained for \$5 from the National College Transition Network (NCTN): <http://www.collegetransition.org/about.overview.html>.

- **The College Transition Toolkit**

This is a comprehensive guide to program planning and implementation that draws on the expertise of practitioners from the New England ABE-to-College Transition Project and from around the country. The Toolkit is available for purchase at \$75 plus \$5 shipping and handling fee per CD at <http://www.collegetransition.org/publications.toolkit.html>.

# Career and Education Planning Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program/Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

## PART I – Self Exploration

**My favorite school subjects are:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**My job and work values are:** (Use the worksheet from **Section II – Lessons 10, 11 on Job Values**)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Three skills I have are:** (Use the worksheet from **Section II – Lessons 6, 7, 8 on Transferable Skills**)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Three occupations that I would like to explore further that support my values are:**

(Use the worksheet from **Section III – Lesson 1 – Career Exploration on the Internet**)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

<sup>3</sup> This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, was provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network. Curriculum can be found at [www.sabes.org](http://www.sabes.org) or [www.collegetransition.org](http://www.collegetransition.org).

**PART II – Occupational Exploration**

For each of the three occupations listed above complete the following section: (Use the worksheet from Lessons on **Career Exploration on the Internet, Job & Career Fairs, and Informational Interviews**)

Occupational Title: \_\_\_\_\_

Average Annual Salary: \_\_\_\_\_

List some things that a person in this type of occupation does:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

This occupation matches my job values, interests, and skills in the following ways:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Jobs I am looking for now or in the future:

1. Where will I look? \_\_\_\_\_

2. Who will I talk to? \_\_\_\_\_

3. What do I hope to earn? \_\_\_\_\_

4. What contacts do I have to help me continue my education or get a job? \_\_\_\_\_

\_\_\_\_\_

**PART III – New Skills**

**Three skills that I would need to develop for the occupations I am interested in are:**

1. \_\_\_\_\_

I will develop this skill by doing the following: : \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

I will develop this skill by doing the following: : \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

I will develop this skill by doing the following: : \_\_\_\_\_

\_\_\_\_\_

**PART IV – Education Planning**

**For each of the three occupations listed in Part I complete the following section:**

What training or degrees do you need for this career? \_\_\_\_\_

\_\_\_\_\_

Do you need a license to work in this career? If yes, what license do you need?

\_\_\_\_\_

\_\_\_\_\_

What educational steps do you need to take to prepare for this career?

\_\_\_\_\_

\_\_\_\_\_

Where will I get it? \_\_\_\_\_ How long it will it take? \_\_\_\_\_

What will it cost? \_\_\_\_\_ How will I pay for it? \_\_\_\_\_

**PART V – My Goals**

Use the SMART Goal worksheets from Section IV – Lesson 5 on *Setting Goals*)

Short Term Goal (6 months - 1): \_\_\_\_\_

\_\_\_\_\_

Long Term Goal (2-5 years): \_\_\_\_\_

\_\_\_\_\_

Every long term goal is made up of many short term goals and steps. As I get closer to my long term goal I will set new short term goals. The steps I need to take now to reach my long term goals are:

STEP	DATE TO COMPLETE STEP
1.	
2.	
3.	
4.	

## Setting SMART Goals<sup>4</sup>

People often set very strong work-related goals and neglect to do it for any other area of their life. While career is typically the most structured part of life, it doesn't have to be the only one that benefits from clearly defined goals. Encourage all students to take the time to establish at least one solid goal for each area of their life. Here are some examples (some of these may not apply):

- Professional
- Relationships (family, friends, co-workers)
- Fitness/Health
- Intellectual
- Community Involvement
- Financial
- Education
- Artistic

A “good” goal has 5 distinct elements. To define them we are going to use the SMART acronym:

### **Specific**

What do you want to achieve? How will you achieve it? Why is it important to you? Clearly define the outcome you want.

### **Measurable**

Establish concrete criteria for measuring your success. Use actual numbers, target dates, or specific events to indicate when your goal has been achieved.

### **Achievable**

Your goals should push you past your comfort point but you should still be able to attain them with effort and commitment.

### **Relevant**

Your goals should be important to you and the outcome should impact your life. Likewise, you should have the ability to directly impact them. Don't set goals that aren't significant or that you can't do anything to control.

### **Timely**

Your goals should have a time element established. This will keep you on track and prevent you from simply pushing a goal far into the future. It should matter now and you should have a sense of urgency about it.

<sup>4</sup> This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network. Originally developed by OfficeArrow and reprinted with permission of NCTN.

# SMART Goal Worksheet<sup>5</sup>

Today's Date:: \_\_\_\_\_ Target Date:: \_\_\_\_\_ Start Date:: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

Goal: \_\_\_\_\_

## Verify that your goal is SMART

**Specific:** *What exactly will you accomplish?*

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**Measurable:** *How will you know when you have reached this goal?*

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**Achievable:** *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

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**Relevant:** *Why is this goal significant to your life?*

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<sup>5</sup> This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network. Originally developed by OfficeArrow and reprinted with permission of NCTN.

**Timely:** *When will you achieve this goal?*

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**This goal is important because:**

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**The benefits of achieving this goal will be:**

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**Take Action!**

**Potential Obstacles**

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**Potential Solutions**

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**Who are the people you will ask to help you?**

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**Specific Action Steps:** *What steps need to be taken to get you to your goal?*

**What?**

**Expected Completion**

**Completed**

<hr/>	<hr/>	<hr/>

# Volunteer and Internship Guidelines<sup>6</sup>

## Why intern or volunteer?

- On-the-job training
- Connect to mentors
- Explore career options
- Experience real work-world challenges
- Enhance resume
- Earn invaluable references

## Definitions

- **Academic program internship**
  - ✓ Earn credit
  - ✓ Must meet specific learning objectives
- **Career Development Internship or Externship**
  - ✓ Field placements that enhance career exploration and development
  - ✓ More flexible
  - ✓ Can be customized to meet employer needs
  - ✓ May or may not earn credit
  - ✓ For credit: Must have advanced approval of the faculty or internship coordinator
- **Co-op, practicum**
  - ✓ Similar to academic program internships
  - ✓ Vary by industry
- **Volunteer**
  - ✓ Non-profit organizations often
  - ✓ Does not usually earn academic credit but can add valuable experience
  - ✓ Networking opportunities and foot in the door for open positions
  - ✓ May be listed on resume as relevant experience
  - ✓ Schedules often more flexible

## Who offers internships?

- Potentially everyone!
- Hospitality Industry
- Large retailers – BJ's
- Engineering - Raytheon
- Museums
- Healthcare organizations
- Government agencies. Example: HUD
- Banks

<sup>6</sup> Developed by Nelda Quigley, JVS-Boston

## Timeline and process for securing Internship

### First: The semester before you plan to take your internship:

- Meet with Faculty/Internship Coordinator
- Review course pre-requisites
- Check to see if internship is required for major
- Consider organizations, companies or public sector opportunities
- Check department bulletin boards and internship websites
- Complete the internship application

### Then:

- Identify three learning objectives for yourself
- Develop and submit resume
- Search, interview and secure internship
- Plan semester personal and academic schedule - Internships can be as many as 150 hours
- Submit job description to the Internship Coordinator
- Register for the course (often requires sign-off of Faculty, Department Chair, or Internship Coordinator)
- Create a work schedule with the site supervisor

## Characteristics of a quality volunteer or internship experience

- Internship projects fit the needs of the organization and the needs of the intern
- Clearly defined processes, expectations, structure and consistency
- Training and support for the interns, their supervisors before and during the internship
- Employers able to articulate how the program ties to the larger business strategy of the organization and communicates it across the company
- A system of feedback and evaluation with ongoing and pre-determined check-ins
- Links back to classroom learning

## Red flags for a volunteer or internship experience

- The focus is on the need for the internship rather than the quality of it.
- The lion's share of the placement work is done by the coach, faculty or internship program manager. Placement work refers to researching and securing potential placement sites. Students should be coached on the process as it is the same one they will use to find paid employment in the future
- Employers and interns not supported in making the internship meaningful.
- Confusion exists around the appropriate internship model.
- The management of the process is inconsistent.
- Poor fit of intern with employer, supervisor, or the knowledge of what is needed for success.

## Websites

- **Boston Cares**

**<http://www.bostoncares.org/>**

Boston Cares mobilizes more than 25,000 volunteers annually in support of Greater Boston schools and non-profit agencies.

- **Boston Chamber Intern Connect**  
**<http://intern.bostonchamber.com>**  
A free online internship portal that seeks to connect talented college students with employers in the Greater Boston area.
- **InternMatch**  
**<http://www.internmatch.com>**  
A large database of internships. Free, no password needed.
- **InDeed**  
**<http://www.indeed.com>**  
A powerful job/internship/volunteer opportunity search tool that combines others such as Idealist.com, Monster.com, Craigslist.com, etc.
- **VolunteerMatch**  
**<http://www.volunteermatch.org>**  
A database of volunteer opportunities searchable by geographic location or interests.

### **Compliance concerns:**

- For current DOL rules visit <http://www.dol.gov/whd/regs/compliance>

### **At Bunker Hill Community College in Boston, MA, internships exist for the following majors. Check with your college's internship coordinator for a comparable list.**

- International Business, Management (BUS)
- Computer Information Technology (CIT)
- Computer Support Specialist
- Computer Network Technology
- Criminal Justice (CRJ)
- Culinary Arts (CUL)
- Hotel and Restaurant Management, Meeting and Event Planning, Travel and Tourism, Assisted Living and Institutional Facilities Management (HOSP)
- Medical Office Information Management
- Office and Information Management (OIM)
- Graphic Design, Media Communications (VMA)

# Tips for a Successful Volunteer or Internship Experience<sup>7</sup>



## Coaching Tip #4:

Help clients get the most out of their volunteer or internship experience by discussing expectations and potential opportunities ahead of time!

1. **Make A Great First Impression.** Arrive on time and dress professionally. First impressions are lasting impressions. Review the Dress Code.
2. **Establish a Great Attendance Record.**
3. **Network.** Learn the names of your co-workers, you may meet someone who can later help serve to direct and advance your career.
4. **Understand the Department's Culture.** The culture is the “personality” of the department - the “how” and “why” things get done the way they do in this new environment. Take the time to get your feet on the ground, learn your way around, and absorb the culture – especially **before** suggesting any new processes or different ways of doing things. It's better to listen and learn than to talk and offer any new ideas, unless asked by your manager.
5. **Ask Questions** - or for further instructions if you are not clear on an assignment. It's better to ask before you've completed the task the wrong way and waste time. Once asked, consider taking notes - try not to repeatedly ask how something works; this can be considered as a lack of attention to detail.
6. **Be Patient and Flexible.** Managers may want to see you demonstrate an ability to learn from and perform simple tasks before giving you more advanced work or complex projects.
7. **Maintain Professionalism and Formality** with other interns in the organization or in the department.
8. **Show Initiative and Be Proactive.** If there is down-time, or if you finish an assignment, do not wait for the next assignment. Ask for more work. Do not search the internet, use your cell-phone, sit around, or roam around.
9. **Have A Positive Attitude.** Show an interest in the department, the work, and be willing to learn something new every day.
10. **Learn All You Can.** Don't pass up opportunities to learn something new. If asked to do something new, say “I've never done that before, but I'm certainly willing to give it a try”.
11. **Work as a Full Team Member.** Others, besides or in addition to, your manager may delegate work to you. Remember, managers may seek the feedback from your co-workers when completing your performance review. Be seen as someone who is a team-player, always willing to lend a hand WITH a good attitude.
12. **Ask for Feedback.** Occasionally, ask your manager for feedback on your performance – what are you doing well, and in what areas can you improve.
13. **Remember, Email Is Not Private.** Treat email as words that can be broadcast, read and printed. Think before you hit “SEND”.
14. **Avoid Office Politics And Gossip.** Don't solicit it and don't repeat it. Pretend your personal microphone is always on, so don't say something if you don't want it repeated or heard – even if the settings seem private or informal (elevators, hallways, bathrooms). You are **always** on duty and remember, those who talk to you about others will also talk **about you** to others.
15. **Take Stock of Your Internship Experience.** What did you learn about yourself - skills, interests, challenges, strengths, personality, work-style? What did you learn about your career options? What did you learn about the hospital or department? This information will be critical as you begin your career search and will be useful and valuable. Keep a journal in which you note all of your learnings and impressions.

<sup>7</sup>This tool was developed by JVS coaches from their experience gathered over time.

# Informational Interview Guide<sup>8</sup>

## Why?

1. To get information about places of work.
2. To help you make informed choices about where you want to work and what kind of job you want.
3. To create a network of contacts.

## Where to go? Who to speak with?

1. To get information about places of work.
2. To help you make informed choices about where you want to work and what kind of job you want.
3. To create a network of contacts.

## How?

Here's what to say to friends or family or anyone you want to interview:

1. I'm collecting information about various fields of work.
2. I'm really interested in the work that you do.
3. I'm not looking for a job right now.
4. I only need ten minutes of your time to ask you some questions.
5. Is it convenient now or later?

## Interview Guidelines

1. You can write notes during the interview, although it is better to listen very carefully and then take notes as soon as you leave the interview.
2. After 10 minutes is over, thank them for their time and the meeting. If they want to continue, you may.
3. Before you leave:
  - a. Write down their Name, Job Title, Complete name of their company, Address, and Telephone Number.
 OR
  - b. Ask for their business card.
4. Write them a thank-you note. Be sure your name, address, and phone number appear in the note.

## The Questions

1. What do you do in a typical work day?
2. How did you get started in this job?
3. What experience, education, training, and skills did you need?
4. What would you most like to change about your work?
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them.)

<sup>8</sup>This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, was provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network.

***These questions should take no longer than 10 minutes to answer. Be professional, stay on topic, do not talk about yourself and what you can or cannot do.***

If you have extra time, you may ask any of the following:

6. What types of training and qualifications does this company look for in their employees?
7. Does your company take interns or job shadows?
8. Who does the hiring here? What is the hiring process?

### **More Tips**

1. Be sure to be well groomed and neatly dressed.
2. Make eye contact with the person to whom you are talking and smile when it is appropriate.
3. Extend your hand when you are being greeted and shake hands firmly.
4. Do not sit down until you have been invited to do so.
  - a. Look around and notice your surroundings. Notice what you like and don't like about what you see, and be sure to put these observations into your notes.
5. Try to relax and enjoy yourself!

# Informational Interview Log<sup>9</sup>

Name of Contact: \_\_\_\_\_ Business: \_\_\_\_\_

Job Title: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

## Questions to ask:

1. What do you do in a typical work day?
  
2. How did you get started in the job? What experience, education, training, and skills did you need?
  
3. What do you like most about your work?
  
4. What would you most like to change about your work?
  
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?)
  
6. Other question: \_\_\_\_\_



## Coaching Tip #5:

**Giving students an informational interview assignment—along with this tool—can help them practice this important networking skill!**

<sup>9</sup>This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, was provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network.

# Choosing a Major and a Career

Once a client has engaged in the process of career exploration and planning and identified readiness for post-secondary education, the coach can begin helping them think strategically how to choose a major that supports their career goal. This typically begins with helping a client identify a career pathway. “Career pathway” is simply a term for a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.<sup>10</sup>

Career pathways help clients see the smaller, manageable steps to reach a larger career goal. Understanding career pathways can help motivate clients who may feel overwhelmed by the longer timeline and financial costs of reaching their ultimate goal.

### ***When starting a conversation with clients keep these points in mind:***

Most students have not decided their major yet or have more than one major in mind. The following questions are useful to ask students:

- What was your prior job experience?
- Were you happy in this job? What tasks were enjoyable or more challenging?
- Would you like to make a change?
- What kind of job are you hoping to get?
- Are you hoping to transfer to a four year college?
- If transferring, what are the best choices?
- Explain about Mass Transfer (The application is on page 45.)

### ***Other tips when meeting with students:***

- Allow students to see the requirements for each major from the course catalogue
- Give students time to talk to you about possible jobs
- Explain to students that they can change majors later, but there are consequences
- Explain when to choose the general education option
- Expose students to different career exploration websites such as:
  - Mass CIS: <http://masscis.intocareers.org/>
  - O\*Net Interest Profiler: <http://www.onetcenter.org/IP.html>
  - My Skills My Future: <http://www.myskillsmyfuture.org/>
  - Occupational Outlook Handbook <http://www.bls.gov/ooh/>
  - Career One Stop <http://www.careeronestop.org/>

<sup>10</sup>U.S. Departments of Education, Health and Human Services, and Labor. (2012). Interagency Letter on Career Pathways. Retrieved from: [www2.ed.gov/about/offices/list/ovae/ten-attachment.pdf](http://www2.ed.gov/about/offices/list/ovae/ten-attachment.pdf).

## Coaching Tip #6:

Transparency in the career exploration process is very important. Have students look through the catalog and consider major requirements as well as program length and cost; have students pull out any previous transcripts and look for transferable credits; take the time to go to career exploration sites.

# Occupational Exploration Worksheet<sup>11</sup>

**Occupation** \_\_\_\_\_ **Source(s) of information** \_\_\_\_\_

## Work Description and Working Conditions

What does this worker do on a daily basis? \_\_\_\_\_

In what sort of setting do they work? Inside or outside? \_\_\_\_\_

How many hours a day do they work? \_\_\_\_\_

Do they work alone or with other people? \_\_\_\_\_

What kind of equipment do they use? (for example, computer, x-ray machine, forklift, etc.)  
\_\_\_\_\_

What physical or health considerations are there? \_\_\_\_\_

Other questions? \_\_\_\_\_

## Wage / Salary

What is the typical starting salary in this occupation? \_\_\_\_\_

Other questions? \_\_\_\_\_

## Employment Outlook

What is the employment outlook for this occupation? \_\_\_\_\_

Are there many jobs in this occupation near where I live? \_\_\_\_\_

Is part-time employment usually available in this occupation? \_\_\_\_\_

Other questions? \_\_\_\_\_

## Career Path and Opportunities for Growth

What are the opportunities for advancement in this occupation? \_\_\_\_\_

Other questions? \_\_\_\_\_

## Education Requirements, Licensure/Certification

What education and/or training are required for this occupation? \_\_\_\_\_

Where do I go to school or get this training in my area? \_\_\_\_\_

What is the best school for this training? \_\_\_\_\_

Does this occupation require licensure or certification? \_\_\_\_\_

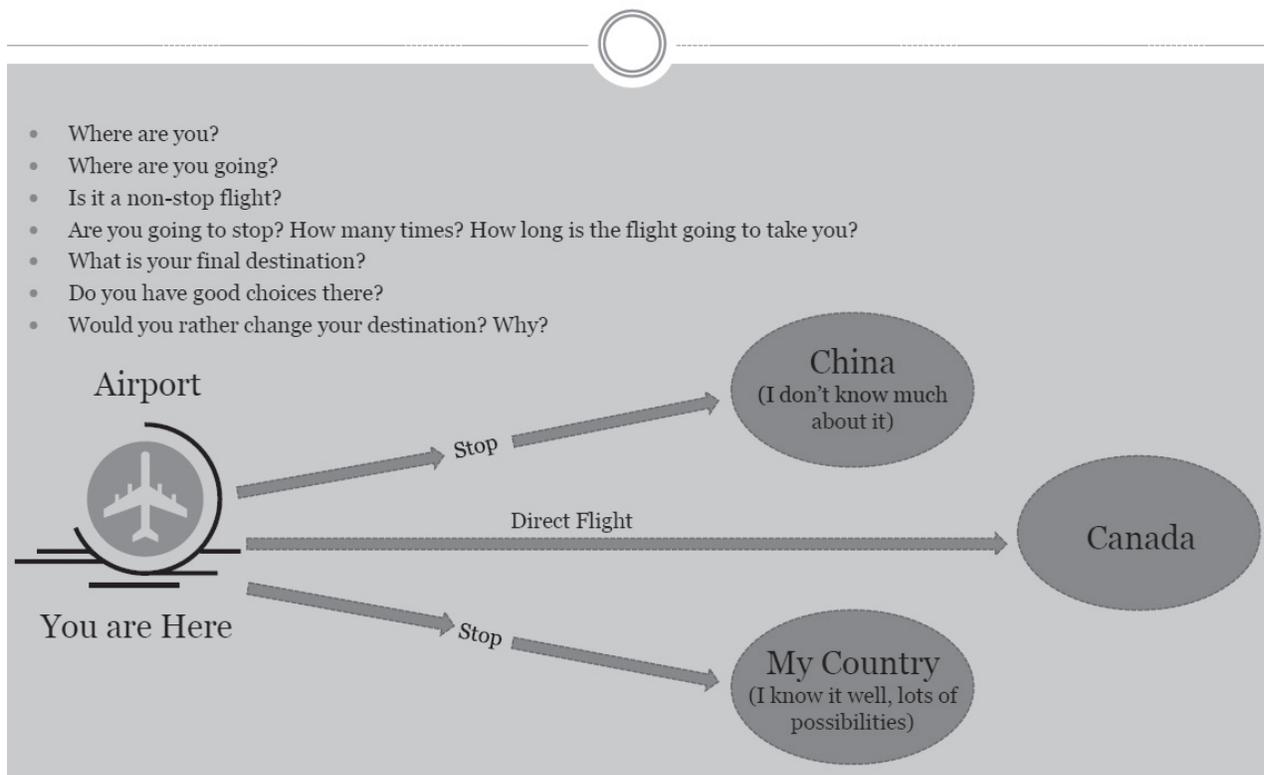
Other questions? \_\_\_\_\_

<sup>11</sup>Career Planning – College for Adults Website: [www.collegeforadults.org](http://www.collegeforadults.org).

## At the Airport<sup>12</sup>

The SkillWorks College Navigator developed this analogy in order to help students see there are different ways to reach a destination or goal. Sometimes students will have to make stops and these stops will make the trip easier. This analogy can be tied into a discussion of career pathways. Students respond well to this analogy, particularly those who come from other countries and those who have not decided what they would like to do.

### At the Airport



<sup>12</sup>This tool was developed by Zeida Santos, Boston Private Industry Council (PIC).

# Stackable Certificates: An Overview<sup>13</sup>

Many community colleges are developing career pathways for targeted industries through stackable certificates. These certificates are developed with input from industry and recognized by industry as the required skills for different level jobs. The certificates build on one another. The first completed certificate corresponds to an entry-level job in the industry, and then subsequent completed certificates provide opportunities for career advancement to the next level job within an industry. Most stackable certificates build toward an Associate's Degree.

## **Below are key points about stackable certificates:<sup>12</sup>**

- Give adult learners an accessible pathway to college-level degrees and improved employment opportunities
- Separate from, but connected to traditional education programs
- Allow adults to see a transparent path to learning and skill development with an “open door” and drop-in and drop-out opportunities
- Offer adults a series of small steps with defined rewards that build confidence for both students and employers
- Promote student transfer and learning flexibility
- Recognize that adults can be at different levels in mathematics, reading, writing and language

Understanding how stackable certificates are stepping stones on a career pathway helps students better plan better and make good choices. Coaches find that students will often say they do not want a certificate even when the certificate courses lead to an AA degree. Talking with them and showing them a visual of how stackable certificates work helps them see the whole picture. They begin to see a manageable timeline with options. With stackable credentials, students can take courses toward a certificate that leads to an entry-level job, work for some time period earning money, and then, when they are ready, take more courses to advance to another certificate and a higher level job paying more money.

## **The next pages provide examples of:**

- A stackable certificate program from the Bunker Hill Community College Computer Information Technology Department
  - Check the course catalog of your local community college for stackable certificate programs.
- A sample job description of an entry-level IT job
- A career pathway for medical imaging
  - Similar types of pathways can be found at:
    1. Career One Stop: Sample Career Ladders/Lattices for: Retail, construction, hospitality, information technology, longterm health care, advanced manufacturing, energy, and financial services: <http://www.careeronestop.org/competencymodel/CareerPathway/CPWReviewSamplePaths.aspx>
    2. Brigham and Women's Hospital: [http://www.brighamandwomens.org/about\\_bwh/humanresources/WFD/career\\_ladder\\_examples.aspx?sub=1](http://www.brighamandwomens.org/about_bwh/humanresources/WFD/career_ladder_examples.aspx?sub=1)
    3. The Mass Pulse: <http://www.masspulse.org/ladders.html>
- A sample job description for a Mammography Technologist

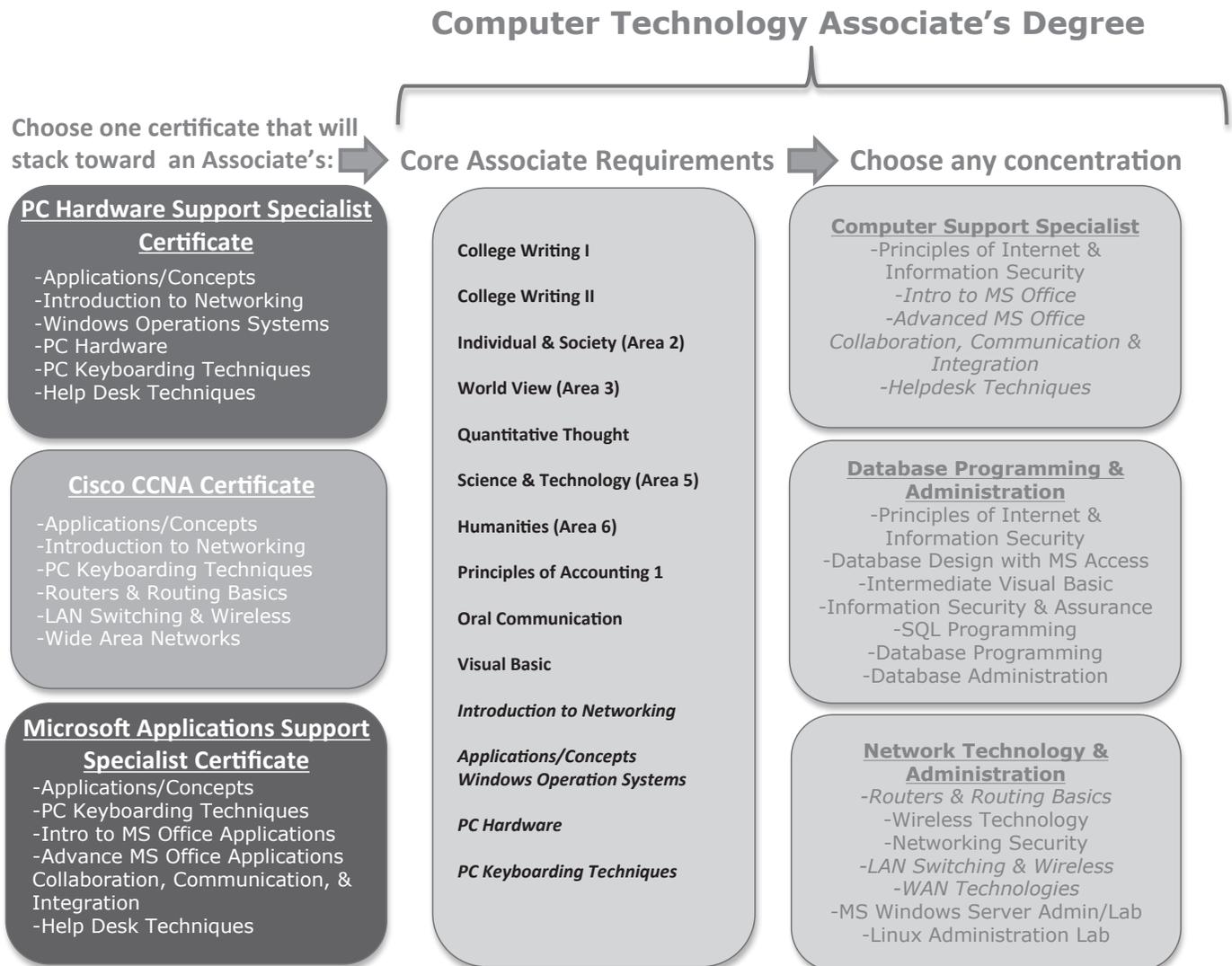


**Coaching  
Tip #7:**  
Stackable certificate options can make a long program more manageable. Look for these options in the course catalog and help students understand how they work.

<sup>13</sup>Ohio Board of Regents power point. Retrieved from: <http://www.cord.org/uploadedfiles/NCNP08P%20Thomas%20Pottmeyer%20Brueggeman.pdf>.

# Stackable Certificates: Information Technology (IT)<sup>14</sup>

Below are two ways that career pathways can be explained to students who are pursuing a certificate first and then moving onto an associate's degree.



<sup>14</sup>Developed by Lindsay O'Hara, Year Up Boston.

## Computer Information Technology

**21 Information Technology Security Option**

COURSE TITLE	COURSE NUMBER	SEMESTER TAKEN	CREDITS	PREREQUISITES
College Writing I	ENG111		3	ENG095 or placement and ESL098 or RDG095 or placement
College Writing II	ENG112		3	ENG111
Individual and Society	From Area 2		3	
World View	From Area 3		3	
Quantitative Thought	From Area 4		3	MAT097 or placement
Science and Technology	From Area 5		4	
Humanities	From Area 6		3	
Application/Concepts or Information Technology Problem Solving	CIT110 or CIT113 satisfies LCS requirement		3	ESL098 or RDG095 or placement
Principles of Internet and Information Security	CIT118		3	CIT110, CIT113, CIT120 or chair approval
PC Hardware and Software	CIT182		3	
Introduction to Networking	CIT162		3	CIT110, CIT112, CIT113, CIT120 or chair approval
Introduction to Computer Forensics	CIT121		3	CIT110, CIT112, CIT113 or chair approval
Windows Operating Systems	CIT268		3	CIT110, CIT113, or chair approval
Networking Security	CIT264		3	CIT162
Routers and Routing Basics	CIT167		3	CIT162
Information Security and Assurance	CIT219		3	CIT268
Batch File Processing	CIT271		1	CIT270; pre/coreq CIT268
Ethical Hacking	CIT273		3	CIT268 or CIT270 or chair approval
Information Security Seminar	CIT275		3	pre/coreq CIT273
<b>OPTION ELECTIVES (CHOOSE 2)</b>				
Advanced Computer Forensics	CIT221		3	CIT121 and CIT268
Wireless Technology	CIT262		3	CIT162
Switching Basics and Intermediate Routing	CIT267		3	CIT167
Linux Administration/Lab	CIT270		4	CIT162
WAN Technologies	CIT274		3	CIT267
MS Windows Administration/Lab	CIT282		4	CIT162; pre/coreq CIT268
Computer Internship	CIT299C or CIT299N		3	chair approval
Cyber Crime in Today's Society	CRJ245		3	ENG111, CRJ101, and CRJ103 or instructor approval
<b>TOTAL CREDITS</b>			<b>63-65</b>	

**32 Information Technology Security Certificate Program**

COURSE TITLE	COURSE NUMBER	SEMESTER TAKEN	CREDITS	PREREQUISITES
Applications/Concepts or Info Technology Problem Solving or PC Hardware and Software	CIT110 or CIT113 or CIT182		3	ESL098 or RDG095 ENG090 and RDG090
Principles of Internet & Info Security	CIT118		3	CIT110, CIT113, CIT120 or chair approval
Introduction to Networking	CIT162		3	CIT110, CIT112, CIT113, CIT120, or chair approval
Introduction to Computer Forensics	CIT121		3	CIT110, CIT112, CIT113, CIT120, or chair approval
Windows Operating Systems	CIT268		3	CIT110, CIT112, CIT113, CIT120, or chair approval
Networking Security	CIT264		3	CIT162
Information Security and Assurance	CIT219		3	CIT268
Batch File Programming	CIT271		1	CIT270; pre/coreq CIT268
Ethical Hacking	CIT273		4	CIT268, CIT270, or chair approval
<b>TOTAL CREDITS</b>			<b>26</b>	

**31 Information Technology Security and Essentials Certificate Program (Fast Track)**

COURSE TITLE	COURSE NUMBER	SEMESTER TAKEN	CREDITS	PREREQUISITES
Applications/Concepts or Info Technology Problem Solving or PC Hardware and Software	CIT110 or CIT113 or CIT182		3	ESL098 or RDG095 ENG090 and RDG090
Principles of Internet & Info Security	CIT118		3	CIT110, CIT113, CIT120 or chair approval
Introduction to Networking	CIT162		3	CIT110, CIT112, CIT113, CIT120, or chair approval
Networking Security	CIT264		3	CIT162
Information Security and Assurance	CIT219		3	CIT268
<b>TOTAL CREDITS</b>			<b>15</b>	



<sup>15</sup>Reprinted with permission from the Computer Information Technology department at Bunker Hill Community College.

## EXAMPLE JOB DESCRIPTION: IT Support Specialist<sup>16</sup>

**Department:** I.S. / Telecom

**Schedule:** Full Time

**Shift:** Day and Evening shift

**Job Details:** IT Support Specialist

### Job Summary

Reporting to the Service Desk Manager, the IT Support Specialist has primary responsibility for support of the end user desktop computing environment at Emerson Hospital. This includes hardware, local applications, operating systems, and other IT owned devices used by hospital staff.

### Job Functions

- Receives, logs, triages, repairs and routes support calls.
- Provides end user support and technical issue resolution
- Troubleshoots/repairs personal computer based system access software and security software.
- Troubleshoots/repairs terminals, printers, personal computers, and basic network devices.
- Isolates cable problems at the desktop.
- Customizes personal computer configurations to enhance performance.
- Administration of Intranet, ticketing and other Service Desk support systems
- Setup and configuration of laptops and PCs
- Perform creation of new accounts
- Maintains and supports patient rights to care, privacy, and respect.
- Assists with project execution
- Participates in the on call program and carries a pager.
- Other duties as assigned.

### Skills

- Above average communication skills (written and oral).
- Ability to troubleshoot and resolve or escalate computer problems.
- Highly motivated and able to take initiative.
- Ability to interact positively with medical staff under difficult conditions.
- Knowledge of Microsoft operating systems and PC hardware.

### Education and Experience

- Associates degree in Computer Science, Health Care, Electrical Engineering, Nursing, Information Systems or related specialty, and/or equivalent experience/training.
- Minimum of one (1) year of experience providing end user desktop support.

<sup>16</sup>[www.indeed.com](http://www.indeed.com) Search: IT Support Specialist

# Boston PIC Healthcare Pathways Chart

## Medical Imaging Career Pathways

**Start here:** Primary Pathways are the foundation to the medical imaging career ladder. Once you have attained credentials in a primary occupation, you can attain more credentials to move up the career ladder into a specialized post-primary occupation. For those with no professional experience in healthcare, two year Associate Degrees are the most common form of education. There are some certificate programs for healthcare professionals seeking to specialize in medical imaging. Four year Bachelors Degrees are also available. All of these occupations require certification by the national registry boards the American Registry of Radiologic Technologists (ARRT) or the American Registry for Diagnostic Medical Sonography (ARDMS).

**NUCLEAR MEDICINE**  
Nuclear medicine technologists utilize radioactivity to diagnose and treat disease.

**DIAGNOSTIC MEDICAL RADIOGRAPHY**  
Radiologic technologists, also known as radiographers create images of the inside of the body that are used to diagnose medical problems.

**DIAGNOSTIC MEDICAL SONOGRAPHY**  
Medical Sonographers utilize ultrasound equipment to obtain an image and provide physicians with diagnostic information for treatment.

**CARDIAC SONOGRAPHY**  
Cardiac Sonography, or Echocardiography, is a medical profession of Sonographers that specialize in the anatomy and function of the heart.

**Next Step:** Post-primary pathways are specialized occupations which generally require you to be registered in one of the primary occupations, such as Radiologic Technology, as a pre-requisite. One can attain post-primary credentials through on the job training or an advanced certificate program. The ARRT or the ARDMS provide registry for the following post-primary fields.

**COMPUTED TOMOGRAPHY (CT)**  
Technologists utilize CT scanners to produce cross-section images of patients' internal organs and tissues for the diagnosis of medical issues.

**BONE DENSITOMETRY**  
Technologist's utilize a special type of x-ray equipment to measure bone mineral density and content. The ISCD provides certification.

**MRI TECHNOLOGY**  
MRI technologists use magnetic resonance imaging (MRI) to take pictures of the interior of the body that are used by physicians to diagnose and treat medical problems.

**CARDIAC/VASCULAR SONOGRAPHY**  
Cardiac or Vascular Sonography is a medical profession of Sonographers that specialize in the anatomy and function of the heart and blood vessels.

**MAMMOGRAPHY:**  
The mammographer is a registered radiologic technologist who produces radiographic images of the breast that are to diagnose and treat medical problems.

**CARDIAC/VASCULAR INTERVENTIONAL RADIOLOGY (IR)**  
IR Technologists assist Interventional Radiologists (MDs) in the performance of minimally invasive treatments, using radiologic imaging for guiding the procedure.

**Advanced pathways** are occupations which are generally obtained through a bachelors degree program, or require multiple years of training and experience. You must meet the ARRT requirements to become certified.

- Primary Pathway
- Post-Primary Pathway
- Advanced Pathway

**RADIATION THERAPY**  
It is most common pathways is to go directly into a 2-4 year Radiation Therapy program. However, it is possible to go to an advanced program and add certification if you are a registered Radiologic Technologist. You must meet the ARRT requirements to become certified.

**RADIOLOGIST ASSISTANT**  
Registered Radiologist Assistants (R.R.A.s) are advanced-level radiographers who extend the capacity of the radiologist.

**EXAMPLE JOB DESCRIPTION:****Mammography Technologist<sup>17</sup>****Department:** Radiology**Employment Status:** Per Diem**Shift:** Day/Evening**Job Summary**

Possesses the knowledge of procedures and policies related to the Radiology department. Activities are specifically directed by the manager. Performs a wide variety of specific and specialized duties and procedures to hospital in and outpatients in accordance with orders of physicians. Performs these duties using independent judgment, ingenuity and initiative. Assumes responsibility and quality of work in designated areas of procedures as required. This position requires a high level of technical and informatics knowledge and skill, and the ability to work in close cooperation with members of a team of physicians, nurses and other technical staff. The individual must be able to work in a fast paced environment with demonstrated ability to juggle and prioritize multiple competing tasks and demands and to seek managerial assistance as appropriate.

**Essential Responsibilities:**

1. Follows departmental guidelines and protocols in performance of all procedures in Diagnostic Radiology and Mammography.
2. Follows departmental guidelines and protocols in scheduling and documentation of exams and maintaining accurate and complete records relative to the examinations performed.
3. Performs quality control on all equipment according to standard procedures and regulatory guidelines.
4. Works with the Mammography section Head to assure optimal quality images and patient satisfaction.
5. Checks requested exams for orders, indication, appropriateness and pertinent history.

**Required Qualifications:**

1. Vocational or Technical training required. Associate's degree preferred.
2. License required: Radiology MA License, and Registration preferred: American Board of Rad Tech.
3. 1-3 years related work experience required.
4. Experience with computer systems required, including web based applications and some Microsoft Office applications which may include Outlook, Word, Excel, PowerPoint or Access.

**Preferred Qualifications:**

1. PACS and CR knowledge and background
2. BLS/ IV certification required

<sup>17</sup>Accessed from Beth Israel Deaconess Hospital website on December 13, 2012.  
<http://jobs.bidmc.org/us/needham/other/jobid2989345-mammography-technologist>.

**Competencies:**

1. **Written Communications:** Ability to communicate clearly and effectively in written English with internal and external customers.
2. **Oral Communications:** Ability to comprehend and converse in English to communicate effectively with medical center staff, patients, families and external customers.
3. **Knowledge:** Ability to demonstrate full working knowledge of standard concepts, practices, procedures and policies with the ability to use them in varied situations.
4. **Team Work:** Ability to interact respectfully with other employees, professional staff and/or external contacts to offer ideas, identify issues, obtain information or deliver services.
5. **Customer Service:** Ability to provide a high level of customer service to patients, visitors, staff and external customers in a professional, service-oriented, respectful manner using skills in active listening and problem solving. Ability to remain calm in stressful situations.

# How to Transfer: Checklist<sup>18</sup>

## PLANNING

- LEARN** about institutions and programs you are interested in pursuing.
- ATTEND** information sessions or transfer fairs to learn about transferring.
- MEET** as early as possible with an academic advisor or transfer counselor to discuss the transfer process.
- VISIT** the campus, if possible, and try to meet with a transfer counselor.
- REVIEW** the application requirements and deadline.

## APPLYING

- REVIEW** the application requirements and deadline.
- SUBMIT** your application for admission on or prior to the deadline.
- SEND** official transcripts, including your official transcript after you have completed your final semester.
- FILL OUT** the Free Application for Federal Student Aid (FAFSA).

## ENROLLING

- REVIEW** your acceptance packet that the institution will send you to review.
- COMPLETE** any required paperwork, including immunization forms, according to the institution's deadline.
- SEND** your final official transcript after you complete your final semester.
- CHECK** your FAFSA form to ensure that you have included the school codes for the four-year college(s) to which you are seeking transfer. If you have not included the codes, then you will not receive financial aid from the four-year college(s).

## RESOURCES

- MassTransfer Website [www.mass.edu/masstransfer/home.asp](http://www.mass.edu/masstransfer/home.asp)
- BHCC Portal
- Advisors
- Colleges and Universities own Admissions Page

## HELPFUL INFORMATION

- Plan ahead.
- Keep a copy of everything (important documents) AND syllabi.
- VISIT THE CAMPUS.
- Submit all required materials when you apply before the deadline.

<sup>18</sup> Accessed from the MassTransfer website on December 18, 2013: <http://www.mass.edu/masstransfer/Students/HowChecklist.asp>.



### Coaching Tip #8:

Plan ahead for transfers, even if it's not imminent. Ask students to save and keep track of important documents, including syllabi, that will make the transfer process more smooth.

# MassTransfer Application for Admission

**This application is for Massachusetts community college students who have completed their associate degree under *MassTransfer*.** Visit the *MassTransfer* website ([www.mass.edu/masstransfer](http://www.mass.edu/masstransfer)) to learn more about the requirements and benefits of *MassTransfer*.

## Preferred Application Due Dates\*

- Fall entrance: February 15
- Spring entrance: October 15

\* Some campuses may have later due dates so check directly with the institution.

## To complete this application

1. Complete all applicable fields.
2. Save the document to your computer if you need to complete it at a later date.
3. Print the application and mail it to your intended institution's admissions office. (Contact information is on the *MassTransfer* website: [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer).)
4. Request an official transcript from the registrar's office and from any other college you previously attended (whether or not you wish to transfer credits). Have the transcript(s) sent to your intended state university or University of Massachusetts campus.
5. Once you graduate from your community college, request a final official transcript with graduation notation from the Registrar's Office and have it sent to your intended state university or University of Massachusetts campus.
6. Contact the state university or University of Massachusetts campus where you plan to enroll to determine if that campus requires additional information.

## To qualify for the *MassTransfer* Tuition Waiver

- Complete your associate degree in a designated program with a 3.0 cumulative GPA.
- Enroll at a state university or University of Massachusetts campus within one year after graduating from your community college.
- Maintain a 3.0 cumulative GPA, and you will be eligible to receive the tuition waiver for four consecutive semesters.
- Note: Continuing education and evening programs may not be eligible.
- Note: Waiver only applies to one-third off the in-state tuition rate.

## Financial Aid

Complete and file the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by March 1.

Note: This date is earlier than the date listed on the FAFSA website to ensure that state financial aid is processed in time.

*Note: Students who have matriculated into another college since completing an associate degree are not eligible for MassTransfer and must submit a traditional admission application. Students who are not in good academic, fiscal, and disciplinary status at all previously attended colleges may not be guaranteed MassTransfer benefits.*



**CURRENT ENROLLMENT INFORMATION**

**Previous Colleges Attended** You must supply official college transcripts from every school attended whether or not transfer credit is desired or if they are listed on your community college transcript.

<i>College/University</i>	<i>City/State</i>	<i>Dates Attended (MM-YYYY)</i>	<i>Degree Earned</i>
		to	
		to	
		to	

Add other colleges attended in the box below. Use the "Enter" key to add more items within each column.

to

**Current Enrollment Status:**  Enrolled  Not Enrolled (skip Current Courses section)

**Current Courses**

<i>Course Title</i>	<i>Semester/Year</i>	<i># of Credits</i>

Add other colleges attended in the box below. Use the "Enter" key to add more items within each column.

**Anticipated Summer/Intercession Courses**

<i>Course Title</i>	<i>Semester/Year</i>	<i># of Credits</i>

Add other colleges attended in the box below. Use the "Enter" key to add more items within each column.

**Expected Date of Graduation with Associate Degree (MM-YYYY):**

**Associate Degree Major:**

**OTHER INFORMATION (OPTIONAL TO COMPLETE)**

**Financial Aid Plans** Please select the option below that best describes your plans to complete a FAFSA (Free Application for Federal Student Aid). This information will have no impact on admissions.

- I plan to apply for financial aid and will complete the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- I plan to apply for financial aid, but I need help from the Financial Aid Office to complete the FAFSA.
- I do not plan to apply for financial aid at this time.

**Family Information:**

Have one or more of your parent(s) attended college/university?  Yes  No

Have one or more of your parent(s) graduated from a college/university?  Yes  No

DISCLOSURES	
<p><b>Complete the next statement ONLY</b> if you are submitting this form to Bridgewater State University, Fitchburg State University, Framingham State University, Massachusetts College of Liberal Arts, Salem State University, Westfield State University, Worcester State University, UMass Amherst, UMass Boston, UMass Dartmouth, or UMass Lowell:</p> <p>Have you ever been placed on probation, suspended, or refused readmission to any other college or university?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><i>If Yes, please enclose an explanation on a separate sheet. If the reason was other than academic, a letter of explanation may be required.</i></p>	<p><b>Complete the next statement ONLY</b> if you are submitting this form to Bridgewater State University, Fitchburg State University, Framingham State University, Massachusetts College of Liberal Arts, Salem State University, Westfield State University, Worcester State University, UMass Boston, UMass Dartmouth, or UMass Lowell:</p> <p>Have you ever been convicted of a felony?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><i>If Yes, please enclose an explanation on a separate sheet. A letter of explanation may be required by the university.</i></p>
<p><b>All students must complete the following:</b></p> <p>The institution reserves the right to withdraw without notice any application which is not complete and accurate. By my signature below, I certify that the information I have provided about my academic and personal history and my residency is accurate and complete. Failure to disclose any required information may result in denial of admission or retroactive administrative withdrawal without refund or course credits.</p> <p>I understand that information about the applicant that is submitted will be kept confidential and that, by participating in <i>MassTransfer</i>, I consent to the release of my student education records between the community college and the state university or the University of Massachusetts campus at which I intend to enroll or to educational agencies and institutions for research purposes.</p> <p>My signature below authorizes my Massachusetts community college to release my final transcript. I understand that it is my responsibility to contact the community college and any other college/university I previously attended to arrange to have my <u>final transcript</u> sent to my intended state university or University of Massachusetts campus.</p>	
<p>Signature: <input style="width: 90%;" type="text"/></p>	<p>Date: <input style="width: 90%;" type="text"/></p>

# Navigating College 101<sup>19</sup>

After a client has completed career exploration and decided that college is the next step, this section provides “insider tips” on how to guide a client through the often confusing and complex process from intake, enrollment, and financial aid to academic advising. These tips are based on the experience of the SkillWorks/Boston Private Industry Council College Navigator’s work with students.

## Intake and Admissions

While talking to clients about career planning it is important to take into account their current status. Clients may benefit from different resources depending on their status. As noted earlier, clients may fall into several different categories:

1. Clients who have a high school diploma and are interested in starting college but who first have to take developmental courses in English or Math or both.
2. Clients who need to work and may want to find a job sooner rather than later. These clients may have been laid off or have not had a job for a while.
3. Clients who are employed and would like to move up to another position and build a career within their current industry sector.
4. Clients who are employed but would like to pursue a career in a different field

***The following set of questions is useful to ask during the first meeting with a client. Questions should be adapted to each client.***

- When are you planning to start college?
- Do you have a major in mind or did you already choose a major?
- What jobs have you had? What job would you like?
- What skills do you think you will need for that job?
- Have you ever done or observed someone doing that job?
- Are you currently employed?
- How many classes are you planning to take?
- How are you planning to pay for college?
- Have you filed your FAFSA? When?
- What do you know about the placement test?

***Then the coach can continue the conversation and***

- Explain a little bit about the placement test and refer client to some practice placement test websites:
  - Visit the Bunker Hill Community College website for the College Placement Test information and sample questions: [www.bhcc.mass.edu/inside/103](http://www.bhcc.mass.edu/inside/103);
  - The Accuplacer Student website explains the test and has sample questions: [www.collegeboard.com/student/testing/accuplacer/index.html](http://www.collegeboard.com/student/testing/accuplacer/index.html);
  - Practice tests on websites of Aims Community College: [www.aims.edu/student/assessment/studyguides/](http://www.aims.edu/student/assessment/studyguides/); and
  - Search Google for information about the Accuplacer Test.

<sup>19</sup>Unless otherwise noted, Section 2 was developed by Zeida Santos, based on her experience, with assistance from Alysia Ordway and Erica Mercier, all of the Boston PIC.

- Note important deadlines and dates;
- Ask about previous education;
- Ask them to show copies of previous educational records (it can be certificates or transcripts);
- If records are from another country, ask them to explain where they got it and how long it took them to complete it so that you can figure out what the US equivalent is;
- If their diploma is from another country and in another language, ask the student to have it translated (see “Agencies that Translate Foreign Diploma and Documentation” below); and
- Explain the kind of services you will be providing and get a signed Family Educational Rights Privacy Act Agreement (FERPA). (See sample FERPA from SkillWorks on page 51).

## Agencies that Translate Foreign Diplomas and Documentation

<p>Asian American Civic Association (AACA) 87 Tyler St, 5th Floor Boston, MA 02111 Only Translates Chinese or Vietnamese to English 617-426-9492 www.aaca-boston.org</p>	<p>General Business Company Department of Foreign Language Translation 765 Morton St Mattapan, MA 02126 617-298-8936</p>	<p>International Documentation Center 398 Columbus Ave, PMB 343 Boston, MA 02116 617-427-9813 Euraslacom@worldnet.att.net</p>	<p>Center for Educational Documentation (CED) P O Box 170116 Boston, MA 02117 617-338-7171 www.cedevaluations.com</p>
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- Translated documents should be sent for evaluation in order to determine the US equivalency of previous credits earned. Evaluation agency information: <http://www.cedevaluations.com/services.html>.



### Coaching Tip #9:

**Getting a signed FERPA waiver will help tremendously when you need to obtain information about student progress directly from the college and is just good program practice.**



# Community College Student Enrollment Checklist

What you need to do
<p><b>College Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete online or paper application (pay application fee if necessary)</li> <li><input type="checkbox"/> Submit a copy of your high school diploma/GED or transcript</li> <li><input type="checkbox"/> Fill out the Massachusetts Community College In-State Tuition Eligibility Form           <ul style="list-style-type: none"> <li>• In- State verification Documents include: MA license; MA ID; Utility Bill; Renting Lease or Housing Document that is less than 6th months old.</li> </ul> </li> </ul>
<p><b>Acceptance:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You will receive an acceptance letter in about 1 or 2 weeks</li> </ul>
<p><b>FAFSA &amp; Financial Aid:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fill out and sign the FAFSA online here: <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> <ul style="list-style-type: none"> <li>• You will need your W-2 and Tax return</li> </ul> </li> <li><input type="checkbox"/> You will receive an award letter from your college</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find out what kind of placement test the college uses. The student should ask for some resources that can be used to help them prepare.</li> <li><input type="checkbox"/> The placements test is very important because it determines whether or not students will be placed in developmental courses or credit bearing courses.</li> </ul>
<p><b>Transfer Credits:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transfer credits from previous postsecondary institution if applicable</li> <li><input type="checkbox"/> S/he should request an official and unofficial transcript from their previous college and have it sent to the admissions office, or bring it personally. The process takes 4-6 weeks, so students should request transcripts as soon as they complete the application.</li> </ul>
<p><b>If you have completed the application, been awarded financial aid, and taken the placement test, it's time for—</b></p> <p><b>Registration:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up for an advising session</li> <li><input type="checkbox"/> Complete the registration process and select your courses</li> <li><input type="checkbox"/> Waive health insurance if necessary</li> <li><input type="checkbox"/> Get your ID card</li> <li><input type="checkbox"/> Apply for a student rate MBTA pass or apply for a parking permit if applicable</li> <li><input type="checkbox"/> Buy your books or apply for a book voucher if eligible</li> <li><input type="checkbox"/> Begin Classes</li> </ul>

# Massachusetts Public Higher Education Institutions In-State Tuition Eligibility Form

Last Name: \_\_\_\_\_ First Name : \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

SSN# or Student I.D. Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Are you a U.S. Citizen? \_\_\_\_\_ Yes \_\_\_\_\_ No. If you are not a U.S. Citizen, please state your immigration status in detail:

**Please check the in-state or reduced tuition eligibility category that applies to you:**

\_\_\_\_\_ *For Community College applicants:* I have been a Massachusetts resident for six (6) continuous months and intend to remain here.

\_\_\_\_\_ *For State College and UMass applicants:* I have been a Massachusetts resident for twelve (12) continuous months and intend to remain here.

As proof of my intent to remain in Massachusetts, I possess at least 2 of the following documents, which I shall present to the institution upon request. These documents are dated within one (1) year of the start date of the academic semester for which I seek to enroll (except possibly for my high school diploma). The institution reserves the right to make any additional inquiries regarding the applicant's status and to require submission of any additional documentation it deems necessary. **Please check-off those documents you possess as proof of your intent to remain in Massachusetts.**

_____ Driver's license	_____ Mass. High School Diploma	_____ Employment pay stub
_____ Car registration	_____ Voter registration	_____ State/Federal tax returns
_____ Utility bills	_____ Signed lease or rent receipt	_____ Military home of record
_____ Record of parents' residency for unemancipated person	_____ Other _____	

\_\_\_\_\_ I am an eligible participant in the New England Board of Higher Education's Regional Student program.

\_\_\_\_\_ I am a member of the armed forces (or spouse or unemancipated child) on active duty in Massachusetts.

**Certification of Information**

I certify that this information is true and accurate. I understand that any misrepresentation, omission, or incorrect information shall be cause for disciplinary action up to dismissal, with no right of appeal or to a tuition refund.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature (Applicant is Under 18 Years Old): \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICIAL USE ONLY – DO NOT WRITE IN THIS BOX**

I have reviewed the above information in order to determine this individual's eligibility to receive the in-state tuition rate. Based on my review I have determined that this individual:

IS eligible for the in-state tuition rate.

IS NOT eligible for the in-state tuition rate

I am unable to make a determination at this time. The following additional information has been requested from the applicant: \_\_\_\_\_

Authorized College Personnel: \_\_\_\_\_ Date: \_\_\_\_\_



**Coaching Tip #10:**

It's helpful to review these forms with clients to identify any areas of concern or potential missing information that needs to be collected before the process can move forward.

# Financial Aid and Scholarships

Applying for financial aid is important, but what is even more important is to have students apply **before the deadlines.**

- Filing FAFSA: [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)
- Encourage students to apply as soon as they file taxes.
- Many students could benefit from free tax preparation services and the Earned Income Tax Credit. For more information on these services in the City of Boston, see <http://www.cityofboston.gov/jcs/EITC.asp>
- If students are interested in a private college, have them file FAFSA prior to filing taxes
- 2 weeks after filing your taxes use the **IRS retrieval tool**. If unable to use the tool, they should request a transcript.
- To request a transcript go to the IRS website <https://sa1.www4.irs.gov/irfof-tra/start.do>
- If unable to request it from the web, go to the IRS Assistance Center located at the JFK Building, 15 New Sudbury St, Boston, MA 02203 on the 7th floor. It is open Monday to Friday from 8:30 to 4:30. Remember to bring a picture ID with you and a copy of your tax return if you have it.

## Coaching Tip #11:

Don't wait to file the FAFSA! Encourage students to file their FAFSA as one of their first steps.

### Deadlines:

- The priority filing deadline for each individual school varies
- Observing state deadlines is important because students may get some additional money.

### Federal deadline

- Online applications must be submitted by midnight Central Daylight Time, June 30. Any corrections or updates must be submitted by midnight Central Daylight Time, September 15.

### State deadline

- Massachusetts – May 1, by midnight, Central Daylight Time. For priority consideration, submit application by date specified.

### To complete the FAFSA students need the following information:

- Your social security number
- U.S. income tax return— IRS Form 1040, 1040A, 1040EZ
- W-2 Forms and other records of money earned in the previous year
- If you are a Permanent Resident, you will need your Alien Registration Number
- Your Driver's License Number (not Mass ID or learner's permit) – this is optional information to include
- The Month & Year that you married, separated, divorced or widowed
- If you are under 24 years of age, the same documentation listed above is required of your parents.
- Find out the schools ID code: The code can be found in the FAFSA website. Just click on the School Code Search and enter the name of the school and the city. [https://fafsa.ed.gov/FAFSA/app/schoolSearch?locale=en\\_EN](https://fafsa.ed.gov/FAFSA/app/schoolSearch?locale=en_EN)
- In order to complete the FAFSA online, both a student and a parent require a PIN number to access, make corrections, and electronically sign the FAFSA. To obtain a PIN, please visit [www.pin.ed.gov](http://www.pin.ed.gov)

For help call the Federal Student Aid Information Center (FSAIC) at 1-800-433-3243 or the American Student Assistance [www.asa.org](http://www.asa.org).

## Verification

Students should keep a copy of their FAFSA and all documents that were used to complete their FAFSA in an accessible place. FAFSA randomly chooses approximately 1 in 3 FAFSAs for a process called *Verification*. If your FAFSA is chosen, you will be asked to provide the documents you used to complete the FAFSA directly to the financial aid office. Applicants are notified in writing if additional documentation, such as tax returns, is needed. Please be sure that all documents are signed before returning them to our office. Any documentation requested from the financial aid office should be returned as soon as possible.

- Emphasize the importance of checking in with the Financial Aid office to find out the status of your application.
- Make sure students receive financial aid award letter. Students should check with the financial aid office two weeks after receiving the college acceptance letter.
- Check to see if you have received this letter and the amount you were awarded.
- If the student has not been awarded financial aid, or if s/he does not qualify, setting up a tuition payment plan before the payment deadline is highly recommended. Students should talk with the Bursar's office or Student Payment Office to work out such a plan.

***Pay attention to deadlines for course withdrawal because this can impact students' financial aid!***

## Scholarships

### What Are Scholarships?

A scholarship is an award from a private source that does not need to be paid back. Many private scholarships are merit-based, that is, awarded to students for outstanding achievements or talents. Some scholarships are limited to students with financial need. Private scholarships are sponsored by individuals, businesses, organizations, and groups with special interests, and may be awarded for:

- A specific field of study or occupation
- Race, ethnic group, or religious affiliation
- Special skills or talents
- Community service or leadership
- Outstanding achievements
- Students who have overcome significant challenges

### How Do I Apply for Scholarships?

Start early! Begin researching private scholarships at least one year before you plan to go to college. Allow time to:

#### 1. Do research

- Request application forms.
- Make sure that you meet eligibility requirements.

#### 2. Complete the application process

- Scholarships have their own applications that you will need to complete.
- Submit all required materials such as essays and school transcripts.
- Give your references (teachers, youth leaders, and others you know well) enough time to submit their recommendations.
- Complete the FAFSA, the application used to determine eligibility for federal and state financial aid programs, if the scholarship application requires it.
- Some private scholarships also require that students complete a CSS Profile. (See the CSS Profile registration booklet at [www.collegeboard.com](http://www.collegeboard.com) for information on which scholarship programs require the form.)



### Coaching Tip #12:

**Scholarships are great, and students should apply for any they are eligible for. However, anything that sounds too good to be true probably is. Students should never have to pay to apply, for example.**

**3. Meet all Deadlines!**

- Most scholarship programs strictly adhere to deadlines.
- Make sure that you meet all of the eligibility requirements.

**Listed below are additional sources for college planning, and scholarships and financial aid information:**

- **First Literacy Scholarships**

**Eligibility:** an adult learner completing an ABE/ESOL program in Greater Boston and continuing to study in college or vocational training

**Application details:** Available at <http://www.firstliteracy.org/scholarships> in early spring

**Application deadline:** End of May

- **Mapping Your Financial Journey: Helping Adults Plan for College**

<http://www.collegetransition.org/publications.mapping.html>

National College Transition Network and National Endowment for Financial Education (NEFE) collaborated to create Mapping Your Financial Journey: Helping Adults Plan for College. The publication is geared towards financial planning for adult students intending to go to college. This publication contains financial planning and goal setting worksheets and information about money pitfalls like scholarship scams and check-cashing stores. It also contains information on calculating the cost of college beyond tuition.

- **Higher Education in Massachusetts: Smart Choices, Great Futures**

[http://www.liveworkthrive.org/research\\_and\\_tools/reports\\_and\\_publications/Higher\\_Education\\_in\\_Massachusetts\\_Smart\\_Choices\\_Great\\_Futures](http://www.liveworkthrive.org/research_and_tools/reports_and_publications/Higher_Education_in_Massachusetts_Smart_Choices_Great_Futures)

- **Beyond Financial Aid: 2010 Guide to Extra Help for Low-Income Adult Students**

[http://www.liveworkthrive.org/research\\_and\\_tools/reports\\_and\\_publications/Beyond\\_Financial\\_Aid\\_2010](http://www.liveworkthrive.org/research_and_tools/reports_and_publications/Beyond_Financial_Aid_2010)

- **The Mass Pulse Website resources for financial aid**

[http://www.masspulse.org/students\\_financial\\_t4.html](http://www.masspulse.org/students_financial_t4.html)

- **Compare Top 5 Scholarship Search Engines**

Article produced by U.S. News and World Report: <http://www.usnews.com/education/blogs/the-scholarship-coach/2011/01/20/compare-5-top-scholarship-search-engines>

# Academic Advising and Course Registration

## Why is it important for students to meet with their Advisor?

### Advisors:

- Can help students choose the right courses;
- Know of any changes that may have occurred;
- Are able to refer students to other services if needed;
- Help students choose the appropriate electives for their major; and
- Know what courses are transferable.

## Course registration

Students should be reminded of the importance of meeting with an advisor. Students can use the class tracker tool to help keep track of their course assignments. They should also be encouraged to keep weekly schedules and to do lists to stay on top of their assignments and tasks. The Navigator has found that students who had not used advisor services had made some mistakes such as:

- Selecting courses that they do not need,
- Choosing courses from a general education requirement area that they already have, and
- Missing registration deadlines.

### Semester planning:

If the student is able to choose courses on his/her own, s/he should do an educational plan and plan their semester carefully. The following suggestions are good if the coach is guiding students on what to keep in mind while doing their semester planning and reading the catalogue on their own:

- What courses are satisfied by the program?
- What courses have pre-requirements?
- What courses are only offered in the spring semester?
- What courses are offered in the fall?
- Do certain courses need to be taken simultaneously?
- What are the general education requirements? How many areas are there in the general ed. requirements?

## Stackable credentials and certificates

Students seeking a degree must pay attention to stackable credentials which can help them earn certificates while working towards a degree. Coaches should explain the concept to students and allow them to look at the grid and see what courses are required.

## Tracking students

Students tend to mostly use text messaging to communicate with their navigator. They also call or email when a deadline is approaching. It is important to write case notes every time you talk to a student so that you can follow up on the issue(s) discussed. The coach should keep in mind students' work schedules and respect them.

### Important data to track:

- Enrollment status
- Major
- Academic services received, support services needed, barriers encountered



# Student Class Tracker<sup>20</sup>

Subject Number \_\_\_\_\_ Subject Title \_\_\_\_\_ Professor Name \_\_\_\_\_

Professor's E-mail \_\_\_\_\_ Office Number \_\_\_\_-\_\_\_\_-\_\_\_\_\_

Office Hours:  
 Mon \_\_\_\_-\_\_\_\_ Tue \_\_\_\_-\_\_\_\_ Wed \_\_\_\_-\_\_\_\_  
 Thu \_\_\_\_-\_\_\_\_ Fri \_\_\_\_-\_\_\_\_

Seat in Class

We've gone over where successful students sit. In this particular class, where will you be sitting? Put an X on the seat that I've chosen in class.

■	■	■	■	■	■	■	■
□	□	□	■	■	□	□	□
□	□	□	■	■	□	□	□
□	□	□	■	■	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□

■ = Success Zone

First Day Check List

- Breathe
- Secure a seat in the front of the classroom
- Insert due dates into my Grade Sheet
- Get to know someone or seek out Success Boston Student in my class
- Shake my professor's hand after class and introduce myself
- Gather all of my professor's information that's not on the syllabus

Assignment Due Date	On-Time or Late?	Assignment Name	Possible Points	Points Earned	Letter Grade	% of overall Grade

<sup>20</sup>Provided by American Student Assistance



# I'll Do It TODAY!<sup>21</sup>

Use this page for your 'To Do' lists. At the end of each day, fill out what you will need to accomplish the following day. Then you will know exactly where you need to begin your day. Cross off each item after you complete it.

---

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

<sup>21</sup>Provided by American Student Assistance

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

**Today I will...**

Date: \_\_\_\_\_

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
-

# Semester Planning<sup>22</sup>

Name of Student: \_\_\_\_\_ Major: \_\_\_\_\_

Semester: (e.g. Spring 2011) \_\_\_\_\_

## Some questions to guide you:

1. What classes did you place into when you took the placement test? List them below.

a. English: \_\_\_\_\_

Other classes you need to take \_\_\_\_\_ When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Math: \_\_\_\_\_

Other classes you need to take \_\_\_\_\_ When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Reading: \_\_\_\_\_

Other classes you need to take \_\_\_\_\_ When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Is there a separate application for your major? YES or NO

3. If yes, are there any pre-requisite classes that you must take before you can apply to your major program? YES or NO

**List those classes here: (Look at the classes in the handout)**

a. Attend an orientation YES NO

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

<sup>22</sup>Developed by Zeida Santos, College Navigator, Boston Private Industry Council and SkillWorks



### Coaching Tip #14:

Getting into the details early on helps students see the big picture and plan for courses that are required but are offered less frequently and avoid wasted time.

4. How many credits are required for your major?
5. Do you have a list of the courses required for your major?  
Give a student a list of the major requirements.
6. Which classes are you taking now?
7. Check them on the list.
8. Write the Semester next to the class you are taking.
9. What are the General Education Requirements?
10. Look at the list. Give me an example of a class you are planning to take from the General Education Requirements.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
11. Have you read any of the course descriptions?
12. Look at the list of classes and write the Semester when you are planning to take those them.  
Give example.
13. Based on this plan write **expected year of graduation** \_\_\_\_\_
14. Can you make it faster?
15. Are you planning to take any Mini Sessions?
16. When are they offered? Show catalog.
17. Are you going to take summer classes? How are you planning to pay for them?
18. Would that change the **year of graduation**?

# Student Resources

Locate and create a list of important campus resources that students can utilize like tutoring and academic help, career and internship services, counseling and social services etc. Have the school's student guide book with you to help you locate services.

## **MA Career Centers**

Each career center has up-to-date job listings and offers a variety of activities to help you find a job. You can get assistance with job search, resume writing, and interviewing skills. Centers may also be able to provide you with special support in finding a job such as hosting job seeker clubs and industry briefings. You must attend an orientation before you can access services. Schedules are posted on each center's web site

### ***Find your career center here:***

[http://www.mass.gov/lwd/employment-services/career-services/career-center-services/  
find-a-career-center-near-you-1.html](http://www.mass.gov/lwd/employment-services/career-services/career-center-services/find-a-career-center-near-you-1.html)

OR

<http://www.servicelocator.org/>

# Additional Tools for Navigating College

Coaches in SkillWorks-funded partnerships have used a variety of tools to supplement those found in the previous sections of the toolkit. There are a plethora of tools for coaches to choose from and those in this section are “go-to” resources that the coaches use in their daily work. Some of these tools are addressed to students and are meant to be handouts, while others might be more appropriate for coaches to adapt for use in a workshop or as an assessment tool/interview.

Most of these tools are appropriate for one-on-one or group coaching sessions.

***This section is divided into three topics:***

- Academic Planning
- Entering College
- Additional Resources

# Academic Planning: Strategies for Reading College Assignments<sup>23</sup>

Almost all college students, regardless of their major, have a lot of reading to do! It is very important that you complete all your reading assignments, but it is even more important that you understand the readings that you complete, and that you remember what you've read.

**Below are some tips and strategies for how to read, understand, and remember a college assignment.**

## 1. Preview the Reading

Before you dive into reading an assignment, do a 3-5 minute preview by flipping through the pages and skimming the reading. You should get a sense for the main topic of what you are going to read so you can be prepared for how the reading will support the main topic. As you preview look for:

- **Chapter titles and headings** – These will almost always help you figure out the main topic.
- **Bold or underlined words** – When a word is in bold or underlined, that is a great indicator that those words are tied to the main topic.
- **Introductory questions or chapter completion questions** – By reading these questions first, you will know what information you should be looking for as you read.
- **Charts or graphs** – Textbook editors put these in for a reason! If you review them before you start reading, it will help tie the concepts of the chapter together.
- **Remember: before you begin the reading, make sure you can clearly identify the main topic of what you'll be reading.**

As you develop good previewing skills, you will be able to anticipate the main topics and concepts before you begin to read.

## 2. Annotate – Mark it up!

Don't be afraid to highlight, write, or flag important parts of your reading assignments—being an active reader will force you to pay attention to what you're reading. This will help you locate important information when you go back to review. Here are some tips for good annotating:

- Find a system that works for you. Some students like to use a highlighter; some take notes in the margins, and some use post-it notes to flag important passages. Try a few different techniques and see what works best for you.
- Underline key words, put a question mark next to ideas you don't understand, put a check in the margin if you agree with the author, write in the margin if an idea reminds you of something else from the course.
- Read a chunk of material and then annotate after. Start with reading a single paragraph all the way through, and then go back and highlight/annotate the important parts. If you annotate as you go, instead of after reviewing a small section, you are more likely to over annotate.
- You should only annotate 25% or less of your text. If you find that you are highlighting entire paragraphs or multiple sentences, you are going overboard.

The more writing you do as you read, the more information you will remember. This will help you as you study for tests.

<sup>23</sup>Adapted by SkillWorks and used with permission of Bottom Line.

### 3. Review As You Go

Reading a text from start to finish without stopping is not the best way to retain information. An active reader stops to review as they read and to make sure they understand key concepts. Here are a few ideas for how to review as you go:

- After every few paragraphs, or after every page, summarize the main point of that section and figure out how it supports the main topic of the reading. (You can make a note in the margins if that will help you remember!)
- If you are reading a text without sub-headings, try making your own sub-headings. Write what the main topic is for a chunk of reading in order to make the text better for reviewing for a test.
- If your text has chapter questions that you skimmed at the beginning, make sure you are answering them as you read. If you can't answer the question completely, go back to it at the end of the reading section.
- If you read a section and you find yourself re-reading it because you don't understand, see if you can put it in your own words. If not, mark it and ask your professor—they're there to help!

Do not simply read a text from start to finish and put it away. You must review as you go so you can practice connecting all the concepts you are reading about to the main topic.

### 4. Always schedule reading blocks for at least 30 minutes!

Anything less than 30 minutes is not enough time to read, review, and connect the reading to bigger course related topics.

### 5. Try it out!

Now that you know some great strategies to use for your reading assignments, you can practice:

- a. Find a textbook or article that is assigned for class, but that you haven't started reading yet.
- b. Practice your **preview** skills. Take 3-5 minutes to preview the text and then write down:
  - The main idea or topic of the reading
  - Some supporting points that the reading covers
  - How the topic of the reading relates to the class as a whole or to key ideas discussed in class
- c. Practice your **annotation** skills. Take about a page and annotate while you read it through. Write down:
  - At least two key points you highlighted that shows support for the main topic
  - Any questions that you still have after the reading
- d. Practice your **review** skills
  - Highlight or underline answers to chapter questions to show your counselor
  - Find the most difficult section of the reading or a part you don't understand and work with your counselor to summarize the reading in your own words
  - Write in your own sub-headings for longer articles or blocks of text

# Planning By the Week: Time Management Worksheet<sup>24</sup>

In college, one of the most important skills you need to be successful is knowing how to manage your time. Many college students may have 10-15 hours of class per week or less, if they are attending part-time, but they may also have other obligations such as work and taking care of families. Making a schedule and sticking to it is one of the keys to doing well in your classes. Think of going to school as a job: in the same way that you would schedule time to go to work, you need to set aside time to study and do your homework.

**You can use this worksheet to plan out how you're going to manage your time during the semester.**

## Coaching Tip #15:

Time management can make or break the college experience, especially for a working student.

You might have students complete this early on and go back to it later to assess how realistic they were and make adjustments, if needed.

### 1. First, you need to figure out how much time you need to study:

Write your classes in the column on the left, and then use the course syllabus to look up any weekly/regular assignments that you have due. These could be problem sets, reading assignments, response papers, or just daily studying. Next, think about how much time you'll need to complete each task thoroughly (be realistic!):

Course Title	Weekly/regular assignments	Time required each week (not including tests/papers)
English 100	Approx. 50 pages of reading due each class	2 hours before each class to read and review

### 2. Next, think about other mandatory commitments that you have:

Use this chart to list any other mandatory commitments that you have each week. These could be work, child care responsibilities, clubs, sports teams, volunteering, etc.

Activity	Scheduled time each week
Work study	Mondays and Wednesdays 5:00-8:00

<sup>24</sup>Used by permission of Bottom Line.

**3. Now, you can use this information to plan out your weekly schedule on the grid below:**

- a. First, block off all of your classes
- b. Next, block off any non-negotiable extracurricular commitments that you have
- c. Then, block off the time for each class that you listed above. Think about when you study best: if you're not a morning person, it's probably not realistic that you'll read from 8 to 10 every morning. Don't forget to include transit time between work/school or home/school.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							
midnight							

# Personal Time Management Tool<sup>25</sup>

## *Time Flies When You're ...*

How do you spend your time? Fill in this worksheet with what you do in a normal school week. Use the results to figure out where you might have some extra time. There are 24 hours in a day and 168 hours in a 7-day week. See how you can improve your schedule.

How many hours a day do you:	Daily Totals	Frequency	Weekly Total
Sleep (yes, including naps)?		X =	
Spend in class		X =	
Study or do homework?		X =	
Watch TV?		X =	
Spend online or on the computer?		X =	
Talk on the phone (or text message)?		X =	
Work at a job?		X =	
Commute to and from work?		X =	
Participate in extracurricular (e.g. sports)?		X =	
Prepare and eat meals?		X =	
Other:		X =	
Other:		X =	
Other:		X =	
Total Hours			

<sup>25</sup>Tool developed by Mark Estrada, Year Up, based on <http://www.studygs.net/schedule/weekly.htm>.

# Student Self-Assessment<sup>26</sup>

**Directions:** Please check the rating similar to how adequate you believe your level of skill is against the task(s) you need to accomplish as a student.

TASKS	No Skill 1	2	3	Expert 4
<b>Test Taking</b> (anxiety, t/f, multiple choice, quiz, essay, computerized, standardized, placement, college entrance)				
<b>Organizing</b> (thoughts, papers, binders, prioritizing, sequencing, structures)				
<b>Scheduling</b> (day, week, month, home, work, academics, family, children, study time, reading time, priorities)				
<b>Research</b> (information for daily need, bank, DMV, jobs search, information for academics, citing sources for papers)				
<b>Critical Thinking/Problem Solving</b> (life, work, academics, process of elimination, educated guessing, developing strategies, reviewing options and creating alternatives)				
<b>Study Skills</b> (Reading a paper/chapter, finding the main points, highlighting, taking notes, reviewing materials, flashcards, quizzes in the book, creating a space to study, preparing for final project or exam)				
<b>Computer Skills</b> (literacy, hardware, software, files, Microsoft office, intranet, internet, e-mails, attachments, search engines)				
<b>Soft Skills</b> (speaking, eye contact, asking questions, inquiring, negotiation, problem solving, verbal and non-verbal, etiquette, cultural norms, hierarchy, public speaking, presentation, representation)				



**Coaching  
Tip #16:**  
You might ask students to take this assessment at the beginning of the semester of your work with them and then at the end of the semester/year as a measure of personal progress.

<sup>26</sup>Developed by Ben Lappen, JVS-Boston.

# Entering College

In their practice, coaches found two big challenges facing clients once enrolled in college: 1) how to find the information they need on campus or through other sources, and 2) how to advocate for themselves and effectively problem-solve whether it be in the classroom or with a college department. The four tools in this section are geared to meet those challenges.

***Below are descriptions of how coaches have used two of the tools:***

## Coaching Tips

### **College Website Scavenger Hunt**

This activity works best with a small- to medium-sized cohort of students. They can research the school they plan to attend, or choose one of the schools they are considering if they haven't enrolled yet. Students report that this activity not only helps them find information that they know they will need (like Add/Drop deadlines), but also draws their attention to offices/resources they were previously unaware of but need/want to know about (like the Bursar's office or clubs on campus). (Nicole Hart, Year Up)

### **Don't Take No for an Answer: Self-Advocacy in Post-Secondary Education**

Self-advocacy is an incredibly valuable skill for college students (and adulthood in general!), but it has to be learned. One of the biggest hurdles my students face is figuring out how to word the questions they want to ask. This lesson provides students with an opportunity to practice articulating their questions, as well as preparing for meetings with college officials. (Nicole Hart, Year Up)

# College Website Scavenger Hunt<sup>27</sup>

Select the college you will be attending (or will likely attend in January/September), and do some exploring of the website to find the following information. You may use your cellphone to make calls if that will help you find this information.

**Your name:** \_\_\_\_\_

**College name:** \_\_\_\_\_

1. What's going on at your campus? Pick an event that you would like to go to this month & write the event, time, location, etc.:
  
2. Find the name of a student group, club, or team that you would like to join at your college:
  
3. When is Spring Break this year? \_\_\_\_\_
  
4. How long is the Add/Drop period at your college? (How many days) \_\_\_\_\_
  
5. Does your college have a writing center? \_\_\_\_\_  
 What are the hours that it is open? \_\_\_\_\_  
 How do you sign up for appointments? \_\_\_\_\_
  
6. Pick a subject that you \*may\* need a tutor for in college. Where can you get tutoring for that subject? When? \_\_\_\_\_
  
7. What courses are **all** students required to take in order to graduate from your college? (also known as "core requirements" or "distribution requirements" or "general education requirements") Print a copy of these required courses or areas of study and staple it to this sheet.

<sup>27</sup>This curriculum guide was developed by the Massachusetts System for Adult Basic Education Support (SABES) in collaboration with the National College Transition Network (NCTN). Initial funding for this project was provided to SABES by the Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services. Funding for additional lessons pertaining specifically to college transitions, as well as the design and printing of this edition, was provided by the Nellie Mae Education Foundation. Excerpts from the Integrating Career Awareness into the ABE/ESOL Classroom are used with permission from National College Transition Network.

8. Pick a major you may want to study in college. Print a copy of the courses required to complete the major. Major: \_\_\_\_\_
  
9. If your password does not work on your college email account, who should you call?  
(List name & number)
  
10. What is the name of the main campus library at your college? \_\_\_\_\_  
What are the hours that it is open today? \_\_\_\_\_
  
11. In your first month of college, you lose your student ID. Where can you go to get a new one?
  
12. What do you do at the Bursar's/Student Payment's office? What is the difference between this office and the Financial Aid office?

# Don't Take No for an Answer: Self-Advocacy in Post-Secondary Education<sup>28</sup>

## Principles of Self Advocacy in Postsecondary Education

- Plan ahead but plan to think on your feet, too.
- If the decision-making process feels too rushed...it is. Try to buy some time: I need to be somewhere else now, but I will return tomorrow, or I need to give this some more thought.
- Get a personalized answer, that is, the one that is specific to your situation, not the generic answer.
- Restate the answer you heard to make sure you've heard it accurately.
- Take answers "under advisement." That is, take them as the best answer this person can give you, but not necessarily the final answer.
- Get the name of the person to whom you've spoken.
- Get the name of the person who can make decisions about your particular issue. (Deans can sometimes work around rules that others can't.)

## Tips for Meeting with People

Schedule a meeting with a teacher, adviser, or other college representative. Speaking to someone in person can be an effective way to advocate for yourself.

- Plan what you are going to say, then practice. Friends, tape recorders, and practicing in front of the mirror can help.
- Bring documentation (assessment scores, disability, IEP, etc.).
- Prepare a list of written questions that you can refer to.
- Dress appropriately and be on time.
- Be courteous and call the person by name.
- Stay calm. State your message clearly and simply.
- Prepare an agenda. It helps keep you focused on your issues.
- Be attentive and if you do not understand something, ask questions.
- If you feel you are not getting anywhere, tell him/her that you wish to pursue your issue further and ask to speak to the person's supervisor.
- Thank the person for his/her time.

## How to Ask Questions to Get the Information You Need

Listed below are sample questions that can be used in any situation to better engage the person you are talking to and get more information:

- If you were me...what would you do? (to inspire sympathy)

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- What are the pros and cons of doing it that way? (to enlist knowledgeable people in your problem-solving, to help you weigh choices and available resources)
- Are there other departments/offices/people that I should speak to that could help me? (calling for additional help)

### **Writing Tips**

- You can write to request and confirm information, to present facts, or to express your opinion.
- Keep it short and simple under two pages if possible.
- Keep your message positive.
- You may hand-write the letter if you do not have access to a typewriter or computer, but make it readable. Audio tapes are also acceptable.
- Be clear about what you want. Be specific and to the point.
- Send copies of your letter to agency supervisors, advocacy groups, or others you want to inform. Put "cc" (copies circulated) at the bottom of the letter with a list of those to whom you are sending copies.
- Keep a copy for your records. This documentation will be useful if you need to follow up.

### **Student Bill of Rights & Responsibilities**

1. You have the right to have questions.
2. You have the right to have those questions answered for your context.
3. You have the right to be reminded of the answers a couple of times.
4. You have the right to have the basis for important answers in writing.
5. You have the responsibility to identify, as closely as possible, what the problem is.
6. You have the responsibility to consider the answer(s) you've received.

# Class Conflict Problem Solving Vignettes<sup>29</sup>

The Class Conflict Problem-Solving Vignettes exercise is designed to cause students to think critically about class conflict situations and to problem solve positive and healthy solutions. The exercise is ideal for pre-college classes where students have time to consider ahead of time how they would handle conflict that they will most likely encounter in college. Two scenarios are outlined in this project. Each vignette is designed to highlight a different aspect of conflict that can happen in a classroom. After each session is acted out by coaches or instructors the class has a chance to discuss how they would approach the conflict situation differently or better.

## Scenario #1: The Discouraging Teacher

The **scene opens** with the student sitting in a class. The teacher is reading a power point presentation word for word and then giving commentary with no perceptible enthusiasm for the subject. The student tries to get the teacher's attention. Finally he / she says, "Excuse me, I have a question." The teacher looks annoyed and says, "What is it?" The student asks if the teacher could repeat the last thing that was said because he / she missed it. The teacher (again) looks annoyed, sighs, and repeats the last sentence.

**Scene ends.**

### GROUP DISCUSSION:

- Should students ask questions if teachers don't look interested in answering? Why / why not?
- If the student gets confused again should he / she ask another question? Why / why not? How many questions is too much?
- Should the student be doing anything else to make sure the class content is clear?
- What other thoughts do you have about this scenario?

## Scenario #2: The Poor Grade

The **scene opens** with the student walking up to the professor's desk holding a paper. The student insists that he / she should have gotten a better grade. "I got a C-! I should have gotten an A!" The teacher tries to encourage the student by pointing out that he / she can use this as a learning opportunity, but the student says, "I can't get a C! I want to be a Physical Therapist [Radiologist, Lawyer, Surgical Technician, etc...]" The student begins to form tears and says "My life depends on getting a better grade than a C. Besides I studied very hard and tried my best. You are so unfair!!" The student throws the paper in the air and storms off. **Scene ends.**

### GROUP DISCUSSION QUESTIONS:

- What are your initial thoughts about the scene?
- Did the professor do anything wrong? Why / why not?
- If you don't get the grade you want in a class what should you do? How might you approach the professor differently than the student did in this scene?

<sup>29</sup>Developed by Nelda Quigley and Ben Lappen, JVS-Boston

## Useful Websites<sup>30</sup>

### **College for Adults: [www.collegeforadults.org](http://www.collegeforadults.org)**

This website is provided by World Education and the National College Transition Network and focuses on the tools adults need to succeed when planning for and going to college. Financial planning is a big piece of the website. A useful guide that can be obtained from the website in PDF format is called “Mapping Your Financial Journey”.

### **Study Guides and Strategies: [www.studygs.net](http://www.studygs.net)**

This website is rich in content and offers great tools for skill development in several different languages. This is great for students who are preparing to go to school or who are already in school and need more coaching. Some areas of focus are:

- Time Management
- Studying
- Researching
- Test Prep

### **Khan Academy: [www.khanacademy.org](http://www.khanacademy.org)**

This is a tutoring website that offers multiple subjects at various levels. It is great for people preparing to take a college entrance test, brush up on skills, enhance knowledge already being learned, or to get help in a particular subject area. Some of the subjects offered include:

- Math
- Science
- History
- Economics

### **Job Search Websites:**

- [www.indeed.com](http://www.indeed.com)
- [www.monster.com](http://www.monster.com)
- [www.idealists.com](http://www.idealists.com)
- [www.careerbuilder.com](http://www.careerbuilder.com)
- [www.computerjobs.com](http://www.computerjobs.com)
- [www.simplyhired.com](http://www.simplyhired.com)
- [www.craigslist.org](http://www.craigslist.org)
- [www.glassdoor.com](http://www.glassdoor.com)

<sup>30</sup>Compiled by Danielle Asselin, JVS-Boston