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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>........................................................................................................</td>
<td>i</td>
</tr>
<tr>
<td>Section 1:</td>
<td>College and Career Navigation Initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Background Information</td>
<td>1</td>
</tr>
<tr>
<td>Section 2:</td>
<td>The Role of the College and Career Navigator</td>
<td>5</td>
</tr>
<tr>
<td>Section 3:</td>
<td>Recruiting and Outreach</td>
<td>16</td>
</tr>
<tr>
<td>Section 4:</td>
<td>Case Management</td>
<td>21</td>
</tr>
<tr>
<td>Section 5:</td>
<td>Financial Aid Resources</td>
<td>29</td>
</tr>
<tr>
<td>Section 6:</td>
<td>Career Counseling Resources and Tools</td>
<td>39</td>
</tr>
<tr>
<td>Section 7:</td>
<td>Workforce Center &amp; Labor Department Resources</td>
<td>52</td>
</tr>
<tr>
<td>Section 8:</td>
<td>College and Career Success Course Resources</td>
<td>90</td>
</tr>
<tr>
<td>Section 9:</td>
<td>Professional Development</td>
<td>101</td>
</tr>
<tr>
<td>Section 10:</td>
<td>Data Collection and Analysis</td>
<td>109</td>
</tr>
</tbody>
</table>
Introduction

The College and Career Navigation Initiative (CCNI), funded by the Colorado Department of Labor and Employment, is one of three projects under the over-arching Career Pathways through Education and Employment Program, a collaborative effort between the Colorado Community College System, the Colorado Department of Labor, and the Colorado Department of Education-Adult Education and Family Literacy Division.

With central goals of aligning workforce, adult basic education, and career & technical education resources, and expanding the number of clients in their successful entry into college and completion of career-advancing certificates and degrees, the initiative leverages college and career readiness resources and successful practices developed by the Colorado Community College System’s Perkins State Plan and Colorado Success UNlimited (SUN) initiative, as well as the Colorado Department of Labor and Employment and local workforce centers.

Central to the College and Career Navigation Initiative is the implementation of College and Career Navigators who, through recruitment of students and workforce center clients, intensive case management, and career exploration processes, facilitate the transition into postsecondary education programs with informed counseling strategies and data collection.

This manual has been created to increase understanding of the Navigator position and provide resources to support their service to students and workforce clients. The following information is included:

CCNI background information
The role of the Navigator
Recruiting and outreach strategies
Case management resources
Financial aid resources
Career and academic exploration and planning resources
Workforce resources
College and career success course syllabi and resources
Navigator professional development
Data collection and analysis instruments
Section 1

College and Career Navigation Initiative

Background Information
Background

The College and Career Navigation Initiative, funded by the Colorado Department of Labor and Employment, was one of three projects under the over-arching Career Pathways through Education and Employment Program, a collaborative effort between the Colorado Community College System, the Colorado Department of Labor, and the Colorado Department of Education-Adult Education and Family Literacy Division.

Addressing the need to re-engage the over 1,000,000 Colorado citizens who are either unemployed or underemployed and provide access and support to advance in their education, the goal of this pilot project was to provide a comprehensive academic and career counseling program that moves out-of-school youth and adult learners forward, building confident, successful workers who are ready for college and careers. Focused on aligning workforce center, adult basic education, and community college career & technical education the initiative implemented innovative strategies to transition workforce clients and adult education and community college students into career-advancing certificates and degrees through the appropriate community college program.

Collaboration and co-location were important aspects of the College and Career Navigation Initiative. Participating institutions included the Community College of Aurora, partnering with the Arapahoe/Douglas Works! workforce center – in the Denver Metro area – and Northeastern Junior College, partnering with the Sterling Workforce Center in Sterling, Colorado.

The primary thrust of the initiative was the implementation of College and Career Navigators, co-located at the colleges and workforce centers, who acted as liaisons between the partnering institutions to build relationships with staff and administration and to provided one-on-one support services to adults in need of developing college and career planning and retention skills, community resource awareness, self-confidence, self-advocacy, and life skills required to become successful postsecondary students and move into family-sustaining employment and responsible and productive citizenship.

Target populations:
- GED Completers
- Academically underprepared adults
- Workforce center clients
- High level ESL Students

College and Career Navigation Initiative Strategies:

- Co-location of “College and Career Navigators” at community colleges and workforce centers to leverage and align college transition and career development services
**Intensive client support services**
- Comprehensive career guidance, including career exploration & planning and academic advising
- Individual Career and Academic Plan (ICAP) development
- Navigation through college enrollment, registration, and financial aid processes
- College Success Strategies: Effective Study Habits, Assessment Strategies, Goal Setting
- Life Skill Development: Financial Literacy, Self-advocacy, Team-Building
- Career Success Skills: Workforce One-Stop Services - employability workshops
- Success barrier mitigation strategies – wrap-around services and community resources
- Job shadowing opportunities and career-related field trips

**Professional development for navigators and workforce and adult education center staff** to rapidly develop a knowledge base that builds capacity at the college and workforce center that support students and workforce clients in the career exploration and college transition process

<table>
<thead>
<tr>
<th>Navigator Professional Services</th>
<th>Career Pathways and CTE Plans of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>Individual Career and Academic Plans (ICAPs)</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Career Ready Certificate Program</td>
</tr>
<tr>
<td>Motivation and Retention Strategies</td>
<td>Employability Skills</td>
</tr>
<tr>
<td>College Success Strategies</td>
<td>Labor and workforce center policies</td>
</tr>
<tr>
<td>Assessment Strategies</td>
<td>Effective and Informed Career Counseling</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Building Support Communities</td>
</tr>
</tbody>
</table>

**Partnering Institutions**

- Colorado Community College System - fiscal agent and project management
- Community College of Aurora & Arapahoe/Douglas Works! – pilot project implementation
- Northeastern Junior College- Adult Education Program & Sterling Workforce Center – pilot project implementation

**Management Team**

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Advising Model

**College & Career NAVIGATOR**

- Liaison/Communication
- Outreach
- Career Counseling
- ICAPs
- Career & Technical Education Programs
- Financial Aid
- Employability Skill Dev
- College Knowledge
- Goal-setting
- Case Management
- Financial Literacy

**Community College**
Target Population:
- Academically Underprepared Adults
- GED Completers
- High Level ESL Students

**Workforce Center**
Target Population:
- Workforce Center Clients

**Community College and Workforce Center Support**

- Professional Development
- College Transition Resources
  - Colorado SUN
  - Perkins/Career & Technical Education
- Workforce Center Resources
Section 2

College and Career Navigator Role
College and Career Navigator Role

In order to understand the CCNI navigator role, it might be helpful to have basic knowledge about a previously piloted navigator position under the Colorado Success UNlimited (SUN) initiative from 2008-2011. The Colorado SUN navigator provided intensive, on-going case management and college and financial aid process support to cohorts of out-of-school youth and academically underprepared adults participating in skill enhancement bridge programs as part of a holistic transition to postsecondary education program.

Considered a successful practice of the Colorado SUN project, navigators were then planned for the College and Career Navigation Initiative. For this project, however, an advising – rather than cohort – model was implemented for the pilot, offering opportunity to develop additional and different strategies to help transition this population into postsecondary, career-focused education programs.

Added to the position was the co-location of the navigator at workforce centers. In the case of the navigator at the Community College of Aurora (CCA), the navigator was employed by the college and provided services to students three days per week at the college. The partnering workforce center, Arapahoe/Douglas Works! (ADW), provided workspace as well for the navigator two days per week to provide services to workforce center clients, primarily in the youth center. In the second case, the navigator was employed by the Northeastern Junior College (NJC) Adult Education Center, housed on the NJC campus, and provided services primarily to GED students. Their partner, the Sterling Workforce Center (SWC) was co-located on the NJC campus as well, so the navigator, though not housed in the office, provided services several times per week to workforce center clients, including facilitating “Job Club.” Additionally, acting as liaisons – an important aspect of the position – navigators worked on building relationships among staff and administrators at these institutions and organizations.

Following is a listing of CCNI navigator duties:

- Recruiting/outreach: develop marketing materials and identify and recruit appropriate workforce center clients, GED completers, high school graduates, ESL students
- Intensive 1:1 case management: identify and troubleshoot barriers to academic and career success, connect wrap-around services, foster academic persistence
- Career counseling: facilitate interest inventories and labor market research, assist with career exploration and identification processes, and develop postsecondary individual career and academic plans (ICAP)
• Academic counseling: research “best fit” education programs at area institutions, interface with academic advisors to identify education program requirements and transfer options

• Enrollment process support: assist with and build knowledge regarding community college application, assessments, registration, bookstore, and billing processes

• Financial aid process support: assist with FAFSA, scholarship, and grant applications; develop knowledge of financial aid maintenance responsibilities

• Self-advocacy skill development: equip students and clients with the knowledge to seek, access, and manage processes/resources for themselves

• Academic support strategies: provide workshops or connect students and clients to resources related to goal-setting, motivation, study skills, assessment skills, time management, tutoring services, mentoring opportunities

• Career support strategies: teach employability skills and identify career maintenance and professional development opportunities

• Community support relationship building: develop relationships and collaborate with service providers: disability, legal, social, transportation, childcare, health, etc.

• College relationship building: foster relationships with college administration and staff to build program and resource awareness in order to develop student and client opportunities (student services staff, academic advisors, financial aid counselors, education program directors, bookstore staff, testing center director, etc.)

• Workforce center relationship building: foster navigator relationships with workforce center staff to build program and resource awareness in order to develop student and client opportunities for career exploration and academic preparation

• Community college, adult education center, and workforce center liaison: collaborate on relationship building strategies to develop program and resource awareness pertaining to postsecondary transition programs

• Business and industry liaison: build relationships with local businesses/industry to develop workplace touring and job shadowing opportunities for students/clients
• Data collection: collect student and client data and maintain records in database for record-keeping purposes and contribution to formative and summative program analyses

• Professional development: participate in opportunities to increase and share knowledge about the role of the navigator; counseling resources and strategies; and college, workforce center, and labor department policies and processes

• Reporting and accountability: adhere to college and workforce center supervisory requirements; submit monthly navigator reports to management staff
Navigator Interface

- Assessment Center
- Workforce Center
- Financial Aid Office
- Academic Advising
- Marketing Department
- Bookstore
- Library
- Retention Support Programs
- Registrar
- Bursar
- Academic Department Chairs
- Community Support Providers
Relationship Building Strategies

A central role of the College and Career Navigator is to develop relationships at the college, the workforce center, with community support providers, and with business and industry in the local area – and to act as a liaison among these service providers. The following are relationship building strategies implemented by navigators:

Relationship-building at the colleges:
- Meetings with Student Services staff to build awareness of the CCNI program
- Connections with faculty and department chairs regarding mentoring students and possible credit for prior learning
- Meetings with financial aid staff to increase their understanding of financial aid processes and resources, as well as to build connections between counselors and students
- Meeting with academic advisors to build program awareness, as well as to make connections between advisors and students
- Connections with transcript analysts for translation and evaluations for ESL students and transferable credit for adult (previous) students
- Meetings with ESL center, GED staff, Center for Workforce Development staff, Disability Services, TRIO, EOC staff, Developmental Education Department staff, and Department of Vocational Rehabilitation staff
- Outreach to high schools as college representatives
- Connection with Comprehensive Learning Center (tutoring center) staff
- Connection with Assessment Center to increase knowledge of the assessments, requirements, and processes
- Connection with the college business department to implement free tax preparation assistance (for IRS/FAFSA process)

Relationship-building with workforce centers:
- Meetings with workforce center leadership to determine the role of the navigator within each office
- Meetings with workforce center staff to develop understanding of workforce regulations and processes
- Meetings with workforce center leadership and staff to plan navigator participation in services, such as Job Club, Youth Center activities, job fairs, etc.
- Community college awareness survey to workforce center staff to determined staff awareness needs (following pages)
- Community college awareness sessions with workforce staff to increase knowledge of college programs, services, and processes
- Meetings to arrange resource sharing opportunities between colleges and workforce centers, i.e. computer labs and employability skill building workshops
- Workforce center presence/staff at the community college
- Monthly planning meetings among leadership at workforce centers and community colleges
• Inclusion of workforce center staff in webinar-based professional development opportunities for navigators
• Site visits by grant management staff to all participating institutions
• Interchange of location for meetings between colleges and workforce centers

Relationships were also developed between the colleges and community support service providers, including:
• Rural Solutions (Sterling) – provide services and education for indigent individuals
• Social Services, TANF
• Salud Family Health Center (Sterling)
• Department of Corrections – Parole/Probation for education planning
• Community legal services
• Goodwill Industries Career Center (Metro Denver)
• County Express Public Transportation (Sterling)
• Family Literacy Center (childcare, Sterling)
• Colorado Peak Support Services (Metro Denver - centralized wrap around service center)
• Cooperative Ministries – food bank, professional clothing, financial assistance (Sterling)
• Community-based scholarship programs (Daniels Fund, Dinsdale Family Fund, foundations, Rotary/Optimist Clubs)

In conjunction with the Sterling Workforce Center, the navigator developed relationships with the following businesses:

• Banner Health
• NextEra Energy, Inc. (wind technologies)
• Vestas (wind technologies)
• Local photography studio
• Trinidad Benham Corporation (food processing and packaging)

These relationships resulted in job shadowing, internships, or employment opportunities for students and clients
Community College Awareness Survey
(Developed by the Community College of Aurora for Arapahoe/Douglas Works workforce center staff)

1. What is your current knowledge of Community College of Aurora (CCA) programs?
   - No knowledge
   - Moderate knowledge
   - A lot of knowledge

2. How do you currently get Community College of Aurora information?
   - Paper catalog/schedule
   - Online web site
   - Contact person at the college
   - Other – please specify

3. Do you compare Community College of Aurora with proprietary school programs when your customers are exploring training programs?
   - Yes
   - No
   - Do not know

4. Do you compare costs between the Community College of Aurora and proprietary schools with customers?
   - Yes
   - No
   - Do not know

5. When you are searching for Community College of Aurora information, such as contact information, class schedules, or semester start dates, is that information easy to locate?
   - Yes
   - No
   - Do not know

6. To you knowledge, are your workforce center customers able to easily communicate either by phone, in person, or email with the Community College of Aurora to get program information questions answered?
   - Yes
   - No
   - Do not know

7. In your opinion, does the length of time it takes to complete a training program at the Community College of Aurora prevent people from going to a community college?
   - Yes
   - No
   - Do not know

8. In your opinion, what else could prevent a workforce center customer from enrolling at the Community College of Aurora? If you have no opinion, please skip to the next question.
   - Yes
   - No
   - Do not know
9. In your opinion, what are workforce center customers looking for in a training program?

10. In your opinion. What training are businesses demanding workers to have?

11. In your opinion, does the Community College of Aurora offer the types of programs that workforce customers are requesting?

12. Are you familiar with the self-paced training programs at the Community College of Aurora in which a student can enroll and start a program anytime?

13. Are you familiar with CCCOnline courses and programs?

14. What training program, at the Community College of Aurora, are you most knowledgeable about? Please specify only one training program.

15. Is the Community College of Aurora generally responsive to workforce center requests to enter programs and/or make programs eligible on the CDLE Navigator web site?
   Yes
   No
   No opinion

16. In your opinion, is it generally easy for a WIA program customer to pay for their Community College of Aurora classes using a county-authorized WIA training award?
   Yes
   No
   No opinion

17. Are you aware of the Community college of Aurora’s mandatory requirement to assess reading, writing, and math skills with Accuplacer before a student can register for classes?
   Yes
   No

18. In your opinion, what would be the best way for workforce center customers to become more knowledgeable of the Community College of Aurora’s educational programs? Please specify.

19. In your opinion, what would be the best way for workforce center specialists and county programs to become more knowledgeable of community college programs? Please specify.
Navigator-Facilitated Activities

In addition to providing individualized career counseling, 1:1 case management, and college enrollment and financial aid process assistance, the CCNI navigators participate in or facilitate the following activities:

- **Postsecondary awareness sessions at rural high schools:** Education Cents financial literacy overview, College in Colorado resources, and college application requirements

- **Job Club:** resume and cover letter development, mock interviewing

- **Job fairs in conjunction with the workforce center for community college and adult education center students**

- **Group presentations regarding navigator services at adult education center**

- **Group interest inventory sessions at adult education center**

- **College transition course – TANF clients**

- **Community-wide employment fairs**

- **Career exploration and employability skill workshops at local high school (organized by the workforce center)**

- **Financial aid workshops to staff and workforce center clients**

- **Empowerment workshop for workforce center clients: “Think College Isn’t for You? Think Again” - for workforce center clients: financial aid, career exploration, education program and college exploration, transcript review, enrollment process, campus support services**

- **KeyTrain and WorkKeys assessment awareness sessions for students pursuing Colorado CareerReady certificates**
Sample Navigator Job Posting

Job Summary
The Colorado Community College System (CCCS) seeks a Navigator for the College and Career Navigation grant, a collaboration with the Colorado Department of Labor and Employment. This position will serve as the primary contact between GED/transitioning students, community colleges, workforce centers, and high schools.

Essential Functions
- Develop relationships among the community colleges, adult education centers, and workforce centers in order to build sustainable partnerships
- Develop and implement processes for out-of-school youth and adults to transition into community college coursework and career pathways
- Articulate processes in written format with adherence to established timelines
- Recruit youth and adults to participate in the transition program
- Establish positive and trusting relationships with students
- Facilitate student transitions into college by creating informational and social networks, and escort them through college admissions processes, including financial aid and student services, and connect students with campus support programs
- Identify support resources and success strategies for academic success
- Travel to adult education centers, workforce centers, community colleges, and high schools
- Counsel students with goal setting, career awareness, and career aspirations
- Troubleshoot life barriers to support academic success
- Foster motivational skills within the students in relation to college persistence
- Follow up with students to support college persistence and retention
- Facilitate learning community opportunities and skill development workshops

Essential Qualifications
- Education and Training: Graduation from a college/university
- Proficiency working in one-on-one situations
- Experience with non-traditional students (adult basic education / GED include non-traditional/ academically under-prepared/ high school graduates)
- Strong organizational skills
- Experience with tracking outcomes and/or writing reports
- Ability to identify realistic goals/expectations with/for students
- Attitude of optimism/able to inspire confidence
- Strong knowledge of financial aid processes
- Experience with at-risk populations
- Strong interpersonal skills

Preferred Qualifications
- Basic knowledge of data collection methods in relation to program evaluation
- Two years of responsible professional experience that includes implementation of new processes and communication systems
- Experience teaching in secondary and/or post-secondary adult education systems, teaching college and career success courses, or working in student services at a college

Other Qualifications
- Ability to communicate effectively, verbally and in writing
- Strong sense of responsibility, particularly in building relationships and completing assignments
- Strong interpersonal skills
Section 3

Outreach and Intake
Recruiting Strategies and Sources

Below is a listing of recruiting strategies and sources:

- Early recruiting – be persistent – follow up regularly with potential students and clients
- Presentation of navigator services during GED intake interviews, student assemblies, and graduation ceremonies to enforce PSE transition culture in adult education center
- Presentation at graduation ceremonies of external adult education centers and high schools to inform the public and build college and career awareness
- College and career awareness sessions to workforce center clients (referred by case managers)
- Inclusion of navigator service awareness in workforce center case manager intake sessions
- Face-to-face, 1:1 meetings with students and workforce clients
- Personal calls to students and workforce clients by staff with whom the students are familiar and trust
- Small group meetings with students
- Awareness-building sessions with college faculty and administration, workforce center staff, local businesses, and community support providers
- Referrals to Navigator by testing center administrators
- Word-of-mouth: former transition students, student ambassadors
- GED instructor and administrative staff involvement in recruitment process
- High school counseling/advising staff involvement in recruiting process
- Inclusion of college advising/assessment staff in recruiting process
- Fact sheet – awareness building
- College/career fairs – information booths/scholarship drawings
- Education fairs – information booths/scholarship drawings
- Workforce centers – flyers, informal sessions with staff
- Food banks – flyers, information sessions with staff
- Open houses (with icebreaker activities)
- Flyers/Brochures – GED centers, high schools, colleges (admissions, financial aid, enrollment, advising), CBOs
- Newspaper advertisements
- Radio – PSAs, staff and/or student interviews
- Postcard mailings
- Posters with “tear-off” (post-it) contact information
- Web page on college web site (also connect via social networking site)
- Text messaging (after receipt of consent to further contact student)
- Movie theater screen advertisement, magnetic signs on college vehicles, etc.
General Intake Process

The following is the general CCNI intake process.

Provide student/client with intake and consent forms. Enter data directly into CCNI database if appropriate during intake.

Interview students and clients to determine needs and program fit (see sample questions below) and begin relationship-building process.

If student is interested in continuing with the program, provide student/client with initial “To Do” list (documents need for financial aid, COF, college application, etc.). Additional items on “To Do” list should be customized according to specific student background: foster care experience, emancipated minor, single parent, ESL, age-specific, dislocated worker, veteran, professional judgment, homeless, etc.

If the student/client is interested in pursuing education, discuss ACCUPLACER requirements, process, and cost.

If student/client is interested in employment, connect student to workforce center for assistance.

Initiate college application.

Initiate FAFSA/PIN if appropriate.

Schedule next appointment for follow-up.

Begin developing awareness of workforce center services and resources for students.

If not done during intake appointment, enter student/client data into CCNI database and update as student progresses through counseling process.

(Please see the Data Collection and Analysis section for the CCNI intake form.)
Sample Initial Interview Questions

Examples of questions navigators include in an initial interview with a student or workforce client include:

- Do you have a high school diploma or a GED?
- Where did you go to high school?
- What is your higher education experience (proprietary, tech) after high school?
- Can you tell me about the jobs you’ve had? What did you like/dislike about them?
- What do you think you’d like to do now? Are you thinking about a career change?
- Would you be interested in doing an interest inventory?
- Are you looking for employment or do you want to go back to school? Are you willing to go to school to...(reach those goals)...?
- Have you ever taken the ACCUPLACER?
- Have you ever received financial aid (and/or filled out the FAFSA)?
- Tell me about your computer skills.
- What do you feel has gotten in the way of your education or career success in the past? (logistical: transportation, childcare, financial, etc.) Do you still have those issues?
- What kind of support do you have from family, friends, and or your employer?
- Would you need to have a college schedule built around work or family obligations?
- What kind of support would you like from me?

Once a relationship is developing, the navigator will delve into more in-depth and structured questions through motivational interviewing techniques. See: http://www.motivationalinterview.org/clinicians/Side_bar/skills_maintenence.html
Section 4

Case Management
Need-based Navigator Interventions

Below is a listing of concepts, resources, tools, and/or tasks that students or workforce clients potentially need assistance with from their navigator.

College Processes and Services
Campus tour
Campus resources – library, tutoring center, bookstore, student organizations, etc.
College and career process connections – enrollment services, registrar, bursar, academic advising, financial aid, academic departments, support program offices, career development offices or workforce center representatives

Financial Literacy and Financial Aid
Cost of attendance
Return on investment
FAFSA – Pell grant, work study, student loans
Work study
College Opportunity Fund (COF-Colorado)
Net Price Calculator – college web site, EducationCents.org,
SLOPE Calculator – college website, Educationcents.org, and CollegeInColorado.org
Scholarships
Grants
Student loans

Career Exploration and Planning
Postsecondary Individual Career and Academic Plan (ICAP) Development (see sample template)
Interest inventories
Work values sorter
Labor market data, national vs. local
Local high demand occupations
Personal career fit
Internships, apprenticeships, job shadowing

Academic Exploration and Planning, Persistence and Retention
Education program fit
Academic advising connections
Certification and degree options
Transfer options
Developmental vs. college-level coursework
College and career success coursework: goal setting, time management, study skills, Assessment strategies, (Accuplacer) practice
Academic support – tutoring and mentoring, student ambassadors
Disability services
ESL coursework – community vs. college level
ESL academic and career options
Persistence and retention support – follow-up contact, faculty “check-in,” continued success barrier troubleshooting

Workforce Center Resources
Wagner Peyser core services
Application review
Resume development
Cover letter development skills
Interviewing skills
Informational interview skills
Employee soft skills
Employment search skills
Networking skills
Transferable skills
Job fairs
Business interviewing/placement
TAA program
Colorado CareerReady certificate
TABE assessment
Interest inventories
Unemployment specialist
Workforce Investment Act (WIA) dislocated worker program
Job Club (Sterling Workforce Center)
From Laid Off to Living – Unemployment Recovery Program
Job retention workshops
Youth in the Works
50+ program (Arapahoe/Douglas Works!)
Specific industry placement program
Employment First/TANF
CHOICES
Social Services specialist
Free computer access, photocopying, fax service, printing

**Community Support Resources**
Legal
Health
Social services
Childcare
Transportation
Disabilities services
Personal counseling

**Business and Industry**
Job shadowing
Facility tours
Internships
Apprenticeships
Motivational Interviewing

An essential aspect of comprehensive counseling by navigators is gaining a clear understanding of a student or client’s needs beyond what is discussed in the initial interview. To reach this level of understanding, motivational interviewing techniques can be employed.

Motivational interviewing helps students and workforce clients identify strengths and barriers and reframe their perception of past experiences as they relate to future goals. Strategies include:

- **open-ended questioning**;
- **stepping back to listen and analyze messages**;
- **Cognitive Behavioral Technique** – positive interviewing to determine what students are trying to say but may not be able to express clearly; helping students realize that they have the answer to their own questions/concerns.

Applying these strategies, navigators

- glean information about client goals and intent through strategic interviewing, and
- look at difficulties students have had and calling them successes, reframing, because of what they learned by surmounting obstacles

A more in-depth definition of motivational interviewing and related strategies are available at:

Additional information on motivational interviewing can be accesses at:
http://www.motivationalinterview.org/
Tracking Forms

In addition to an intake form aligned with the CCNI database are tools to help track student/client progress through the counseling process. These include

- an initial counseling tracking form and a retention and
- a retention and persistence tracking form.

Both of these forms can be utilized electronically or as hard copies in a student/client file.

The retention and persistence tracking form was created in Excel, however an Access database format might be appropriate, depending on the navigator’s needs.

Navigators are encouraged to share these forms with their students to help them understand the on-going registration, financial aid, and advising process needed from term to term, as well as support resources available throughout their academic career.

Examples are provided on the following pages.
Initial Counseling Tracking Sheet

Consent form signed __________________
ICAP initiation date __________________

1) GED Certification - must show proof or GED completion _________________________

2) Career Counseling - Education Cents/CIC
   POS______________________________

3) WFC - WIA, Colorado Readiness, Job Club _________________________

4) Discuss college/career path, provide ICAP
   *Put on jump drive _________________________

5) Tour NJC Campus: CLC - point out tutors, bookstore
   financial aid, admissions _________________________

6) Complete admissions application
   * need license, COF, dates in CO _________________________

7) Financial aid application filled - FASFA
   *need tax return, CO License, PIN,
   parent info: SSN, tax return, PIN _________________________

8) Take ACCUPLACER test (photo ID, $15 & S#@ CLC)
   *Reading, Writing, Sentence Structure, Arithmetic, Algebra _________________________

9) Scholarship researched/applications filed _________________________

10) Academic Advisor - appt w/advisor to schedule classes _________________________

11) Register for courses - online/ Student Services NJC _________________________

12) Student ID - get at Event Center _________________________

13) Visit bookstore/online sites to purchase books _________________________

14) Set appt to see how things are going! _________________________

15) Workshops to attend: study skills, etc. _________________________

16) Touch base meeting _________________________
## Retention and Persistence Support Tracking

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Program Information</th>
<th>Area of Support</th>
<th>Retention &amp; Persistence Support Strategies/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Name</strong></td>
<td><strong>First Name</strong></td>
<td><strong>Banner ID</strong></td>
<td><strong>ICAP Initiated</strong></td>
</tr>
<tr>
<td>Doe</td>
<td>John</td>
<td>S00000000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Notes:**

- **Academic Advising:** Check math sequence
- **Books/materials:** Books rented
- **Tutoring:** Needs math tutor
- **Attendance:** Missed first day of classes
- **Wrap Around Services:** Follow up regarding childcare
- **D/A/W/I:** Consider dropping Psych 101
- **Campus Resources:** Find quiet study rooms
- **Career Resources:** Reminder: guest speaker
- **Faculty Feedback:** Follow up 1st week of Feb
- **ICAP:** Review
- **Registration:** Summer Term
- **Other:**

---

**Detail:**

- **Financial Aid**
  - All financial aid applied
- **Academic Advising**
  - Check math sequence
- **Books/materials**
  - Books rented
- **Tutoring**
  - Needs math tutor
- **Attendance**
  - Missed first day of classes
- **Wrap Around Services**
  - Follow up regarding childcare
- **D/A/W/I**
  - Consider dropping Psych 101
- **Campus Resources**
  - Find quiet study rooms
- **Career Resources**
  - Reminder: guest speaker
- **Faculty Feedback**
  - Follow up 1st week of Feb
- **ICAP**
  - Review
- **Registration**
  - Summer Term
- **Other:**

---

**Detail:**

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  - All financial aid applied
- **Academic Advising**
  - Check math sequence
- **Books/materials**
  - Books rented
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  - Review
- **Registration**
  - Summer Term
- **Other:**

---

**Detail:**

- **Financial Aid**
  - All financial aid applied
- **Academic Advising**
  - Check math sequence
- **Books/materials**
  - Books rented
- **Tutoring**
  - Needs math tutor
- **Attendance**
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- **Wrap Around Services**
  - Follow up regarding childcare
- **D/A/W/I**
  - Consider dropping Psych 101
- **Campus Resources**
  - Find quiet study rooms
- **Career Resources**
  - Reminder: guest speaker
- **Faculty Feedback**
  - Follow up 1st week of Feb
- **ICAP**
  - Review
- **Registration**
  - Summer Term
- **Other:**
ACCUPLACER Assessment Resources

Navigators need to become familiar with the ACCUPLACER content, as well as the requirements for taking the ACCUPLACER, so they can carefully advise the student/client on procedure and support resources. Each navigator should also develop a relationship with the testing center staff, and the director should understand the role of the navigator so s/he can provide support resources if necessary.

**Standard testing requirements include:**
Banner ID#, photo identification card, and payment

Check regularly with the testing center for fee, payment method, testing frequency stipulations, and score interpretation/placement process

**Practice Resources:**
Check with testing center for suggested practice workshops, tutors, and online resources.

Additional:

**The College Board – Accuplacer Home Web Page**
http://professionals.collegeboard.com/higher-ed/placement/accuplacer

**The College Board – SAT Exam Home Web Page**
http://www.collegeboard.com/student/testing/sat/about.html?s_kwcid=TC-3529-2872298952-b-305895715

**The College Board – SAT Test Preparation Web Page**
http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html

**Community College of Aurora – Study Guides and Pre-Assessment Workshops**
http://www.ccaurora.edu/students/academic-support/testing/assessment-testing

**Video Tutorials, Practice Tests, and Resources**
http://www.njc.edu/CLC/Accuplacer-Testing/Accuplacer-Prep/eurl.axd/bffce48ab66c244aa74fec719ca361f0

**Colorado Success UNlimited Web Site**
http://www.cccs.edu/Foundation/SUN/Assessment.html
Section 5

Financial Aid Resources
Basic Financial Aid Resources

Knowledge of the financial aid process is essential for navigators in order to provide in-depth assistance to students and workforce clients. Navigators should either have this knowledge when hired or receive detailed professional development at the beginning of their position.

Below are basic resources for reference. However navigators should build strong relationships with the college’s financial aid department to access support and expertise by financial aid professionals, as well as help students develop connections with the department to foster self-advocacy in this area.

As part of the professional development for CCNI navigators, the Colorado Department of Higher Education provided the following recorded webinars: FAFSA Overview, Financial Aid 101, Student Loans, and Special Populations. These webinars are referenced below.

Free Application for Federal Student Aid (FAFSA)

- To apply for Pell Grant, Work Study, State Grants, or federal subsidized and unsubsidized loans: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Colorado Student College Opportunity Fund (COF)


Colorado Department of Higher Education

- **Financial Aid Webinars:** FAFSA Overview, Financial Aid 101, Student Loans, Special Populations [http://www.coloradostateplan.com/ProfDevResources.htm](http://www.coloradostateplan.com/ProfDevResources.htm)
- **CollegeInvest.org** [http://www.collegeinvest.org/](http://www.collegeinvest.org/)

Colorado Department of Education

- **Education for Homeless Children and Youth** [http://www.cde.state.co.us/cdeprevention/homeless_fundedprog.htm](http://www.cde.state.co.us/cdeprevention/homeless_fundedprog.htm)
Scholarships

- www.fastweb.com
- www.finaid.org
- www.studentaid.ed.gov/students/publications/student_guide/index.html
- www.collegeincolorado.org
- Local college financial aid office
- Local college foundation
- Local service clubs – Rotary, Lions, other non-profits, etc.

Student Loans

- Local college financial aid office
- Credit Union of Colorado
- Student personal bank

CONTACT FINANCIAL AID DIRECTOR FOR ADDITIONAL INFORMATION
Financial Aid Checklist

Below is a tool to help navigators and student/clients track basic financial aid process steps. Spaces at the bottom are left blank intentionally to allow for additional information.

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA PIN Request</td>
</tr>
<tr>
<td>FAFSA Documents: State issued ID, 1040 tax forms- parent and student, bank account balances, investment values, farm value</td>
</tr>
<tr>
<td>IRS PIN for linking FAFSA to IRS and for verification</td>
</tr>
<tr>
<td>Selective Service registration (males)</td>
</tr>
<tr>
<td>FAFSA application</td>
</tr>
<tr>
<td>Verification forms as required by financial aid office</td>
</tr>
<tr>
<td>SAR/EFC information recorded</td>
</tr>
<tr>
<td>Scholarship programs review</td>
</tr>
<tr>
<td>Scholarship essay outline and assistance (refer to tutoring center for review and editing)</td>
</tr>
<tr>
<td>SLOPE calculator</td>
</tr>
<tr>
<td>Work study review; refer to job postings</td>
</tr>
<tr>
<td>Follow-up on student loan eligibility (based on FAFSA)</td>
</tr>
<tr>
<td>Research additional student loan options (refer to financial aid office)</td>
</tr>
</tbody>
</table>

---

Leslie Helfer, Northeastern Junior College  
Zoe Reese, Community College of Aurora
Scholarship Opportunity Resources

A useful practice for navigators is the development and maintenance of a scholarship program list as illustrated below.

**Northeastern Junior College**  
**Scholarship Information and Applications**

<table>
<thead>
<tr>
<th><strong>Non-Traditional</strong></th>
<th><strong>Amounts</strong></th>
<th><strong>Deadline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniels Opportunity Fund Scholarship</td>
<td>$500 - $1,000</td>
<td></td>
</tr>
<tr>
<td>Dinsdale Transition Scholarship</td>
<td>$500</td>
<td></td>
</tr>
</tbody>
</table>

**Auto Tech**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJC Auto Techs Club Scholarship</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>Earl Franklin, Sr. Memorial Scholarship</td>
<td>$250</td>
<td>1-Mar</td>
</tr>
<tr>
<td>Griffith Auto Electric Scholarship</td>
<td>$200</td>
<td>1-May</td>
</tr>
</tbody>
</table>

**Nursing**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing and Medical Assisting</td>
<td>$500</td>
</tr>
</tbody>
</table>

**Arts and Humanities**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta Kappa Gamma Scholarship</td>
<td>$500</td>
<td>Art &amp; Design Degree</td>
</tr>
<tr>
<td>Anna C. Petteys and Dorothy Corsberg Art &amp; Design</td>
<td></td>
<td>Degree $500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art, Computer design, Fashion Design</td>
</tr>
</tbody>
</table>

**Business and Science**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perryman NJC Emeritus Scholarship</td>
<td>$500</td>
</tr>
<tr>
<td>John Kerker Memorial Business Schol</td>
<td></td>
</tr>
<tr>
<td>Bernidine Parr Memorial Scholarship</td>
<td>$500</td>
</tr>
</tbody>
</table>

**Community Scholarships**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Scholarship</td>
<td></td>
</tr>
<tr>
<td>Sterling Jaycees Scholarship</td>
<td></td>
</tr>
</tbody>
</table>

**General Scholarship**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJC Classified Staff</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Sterling Elk Lodge 1336 Scholarship</td>
<td></td>
<td>$600-1200</td>
</tr>
<tr>
<td>CSU-Pueblo Transfer Program</td>
<td></td>
<td>+ $500 housing</td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJC Classified Staff</td>
<td>$750</td>
<td>1-Mar</td>
</tr>
</tbody>
</table>

**Psychology**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centenial Mental Health</td>
<td>$1000-2000</td>
<td>15-Mar</td>
</tr>
<tr>
<td>Psychology Club</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Single Mothers**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Carlson</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**Cosmetology**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Luster</td>
<td>$250</td>
<td>30-Nov</td>
</tr>
</tbody>
</table>

Leslie Helfer, Northeastern Junior College
Tips for Applying for Financial Aid

Gleaned from the Frontrange Community College financial aid website

What you need before you start:

**Please see your local financial aid office or FAFSA.ed.gov for using the IRS data retrieval tool.**

**Get a Federal PIN**
The PIN (Personal Identification Number) serves as the electronic signature for your FAFSA. Both the student and at least one parent (if a dependent student) will need a PIN to sign the FAFSA. Your PIN can also be used to:
- Check the FAFSA web site to view your status.
- Verify and correct FAFSA data.
- Log into other Department of Education web sites to view information about your financial aid history.
- Electronically sign a Direct Stafford Loan Master Promissory Note (MPN)


**Collect the information you will need to complete the FAFSA**
The FAFSA may look complicated, but with some preparation you will be able to breeze through the application. You can go straight to the online form or you can obtain a FAFSA worksheet and pre-fill the form then go online and fill in the blanks.

Here is the information you will need:
- Student drivers' license
- Student alien registration card (if the student is a permanent resident)
- Social security cards
- W-2s and Tax returns for the previous tax year
- Records of untaxed income
- Bank statements and any statements on your investments
- Your college's Federal School Code (get from the Financial Aid office at the school)
- Your Federal PIN

**Dependent students** will need the above information for both the parent and student.

**Independent students** will only need the above information for themselves.

**General Tips: Filling out the FAFSA**
- If an answer to a question is zero, enter 0. Don’t leave the question blank. Most questions on the FAFSA will tell you when the answers can be pulled directly from your tax return.
- Report names exactly as they appear on the Social Security Cards.
- Double check your Social Security Number when entering it (both your name and your SS# will be compared through a database match).
- You will be asked about your enrollment plans (fulltime, part-time, etc.), if you are unsure report “Fulltime”.
- If a question does not apply, answer with the appropriate response or enter 0 if it is asking for a dollar figure. Don’t leave the question blank.
- Enter a valid email address for both you and your parents (if applicable).
- If you or your parents have not filed taxes yet, it is allowable to enter estimated information. When asked about your filing status, enter: "Will File".
- You can file your FAFSA even if you haven’t completed the admissions process.
- Keep a copy of all the correspondence you receive from the Dept of Ed and from your college.
Filing your application:

Step 1:
- Collect the documentation you need then complete your FAFSA through the Department of Education’s FAFSA Website: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Highly recommended to apply as early in the year as possible
- Use your college’s school code. This is how the Dept. of Ed knows where to send your information.

Step 2:
- If you are a Colorado Resident, be sure that you have registered with the College Opportunity Fund: [https://cof.college-assist.org/COFApp/COFApp/Default.aspx](https://cof.college-assist.org/COFApp/COFApp/Default.aspx).

Step 3:
- Within 2-4 weeks after you have submitted your FAFSA, you will receive a Student Aid Report (SAR). This is a summary of your FAFSA. Review your SAR and make sure that the information on this form is correct and accurate.
- If you need to make corrections you can go back online to the FAFSA website and log in with your PIN and make those corrections.
- Keep a copy of your SAR.

Step 4:
Front Range Community College will receive your FAFSA and will determine if you have been selected for **VERIFICATION (see next page)**.
- Verification is a process by which the accuracy of the information submitted on your FAFSA is checked. Every year approximately 30% of our applicants are selected by the Department of Education for verification.
- If selected, our office will inform you on what information that we need from you to complete the review of your application. This is generally sent to you in letter format in the mail. You may also review the requested information online through your student account.
- Documentation needed is generally a verification worksheet and copies of Federal Tax Returns for the individuals included on the FAFSA.

**What is Verification?**

Verification is a federal requirement; it is the responsibility of the school to complete the verification process for each student that is selected. In order to expedite the process students should apply early, respond to documentation requests made by the school and be sure that the documentation that is being submitted is complete, legible and signed.
- Applying late, submitting unsigned tax returns or illegible documents are some of the reasons why a student’s financial aid application can be delayed.

Step 5:
- Once a review of your application is completed and all eligibility requirements have been met, you will receive an award notification that will list the financial aid you may be eligible to receive while attending FRCC. You can also view this on your on your student account.
- Your award notification will include any additional instructions with regard to your award.
- Any changes made to your award will initiate an additional award letter that will be mailed to you.
Step 6:
- Additional resources: Be sure to visit the Financial Aid office at your college to get information about scholarships and additional resources for going to school.

Types of Financial Aid
To be eligible to receive any type of Federal Student Financial Aid the student must:
- Be a U.S. citizen, U.S. Permanent Resident, or other eligible non-citizen.
- Register with the Selective Service Administration (unless exempt). Students are exempt if they are female, under 18, born before 1960, on active duty in the U.S. Armed Forces, citizens of the Federated State of Micronesia or The Marshall Islands, or permanent residents of the Trust territory of the Pacific Islands (Palau).
- Enroll at a college or university that participates in the Federal Student Financial Aid Programs. These programs include the Federal Pell Grants (Pell Grants), Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, and Federal Work Study (FWS).
- Be working toward a degree or certificate.
- Be in compliance with the Satisfactory Academic Progress policy
- Not owe a refund on any federal grant, must not have borrowed federal student loans in excess of annual or aggregate loan limits, and must not be in default on any federal student loan unless satisfactory payment arrangements have been made.

Students may be eligible for the following types of financial aid by applying through the FAFSA.

Grants:
Federal Pell Grant
This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. Students must be attending courses they are enrolled in. Front Range Community College awards students their full time eligibility when making awards. The amount that is disbursed is prorated based on the number of credits a student is enrolled in.

Colorado Student Grant
This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula and who are Colorado state residents. These limited funds are awarded on a first-come, first-served basis. Student must be enrolled in 6 or more credits in order to be awarded this grant.

Supplemental Educational Opportunity Grant
This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. These limited funds are awarded on a first-come, first-served basis. Students must be enrolled in 6 or more credit hours to be awarded this grant.

Colorado Leveraging Educational Assistance Partnership (CLEAP) Grant
This need-based grant is available only to students without a prior bachelor's degree who demonstrate financial need according to a federal eligibility formula. These limited funds are awarded on a first-come, first-served basis and are awarded to students who are enrolled in at least 6 credit hours.
Loans:
Stafford loans are forms of financial aid that must be repaid either after the student has graduated or stopped attending classes as a half time student (6 credits). There are two kinds of Stafford loans: subsidized and unsubsidized. Information on the difference between the two can be found below. First time borrowers at Front Range Community College must complete an online entrance interview. Stafford loans have 6 month deferment period which begins once a student ceases continual enrollment in 6 or more credits (not including summer terms). During this time payments on the loan principle are not required and for subsidized Stafford loans interest will not accrue. During the deferment period your lender will contact you with regard to repayment options. For this reason it will be important for you to keep your contact information current with the lender. These loans are a serious obligation so please think about the amount you’ll have to repay over the years before you take out a loan.

Federal Subsidized Stafford Loans
Federal Stafford Loans are low-interest funds that must be repaid. These loans are interest-free while you are enrolled in school at least half-time in a degree seeking program (undergraduate or graduate). At Front Range Community College we participate in the William D. Ford Direct Stafford Loan Program, which means all funds are borrowed directly from the government. Stafford loan funds can be used for education-related expenses such as tuition, fees, books, living costs, transportation, childcare, etc. Payments on these loans are deferred for 6 months after the student graduates, leaves school, or becomes enrolled in less than 6 credits in a given semester. The Maximum Repayment Period is 10 years. These fees will not exceed 2% of the amount borrowed and they will be deducted from each semester's disbursement.

Additional Eligibility Requirements:
Meet eligibility requirements stated above and:
- The student must enroll for at least 6 credits for each semester in which the loan will be received.
- Demonstrate financial need

Federal Unsubsidized Stafford Loans
Different from Subsidized Stafford loans in that these loans accrue interest while the student is enrolled in school and during the repayment period. Federal Stafford Loans are low-interest funds that must be repaid at a future date. At Front Range Community College we participate in the William D. Ford Direct Stafford Loan Program, which means all funds are borrowed directly from the government. Stafford loan funds can be used for education-related expenses such as tuition, fees, books, living costs, transportation, childcare, etc. Payments on these loans are deferred for 6 months after the student graduates, leaves school, or becomes enrolled in less than 6 credits in a given semester. The Maximum Repayment Period is 10 years. These fees will not exceed 4% of the amount borrowed and they will be deducted from each semester's disbursement.

Additional Eligibility Requirements:
Meet eligibility requirements stated above and:
- The student must enroll for at least 6 credits for each semester in which the loan will be received.
- Submit a FAFSA

Federal Parent PLUS Loan
The Federal PLUS loan can be borrowed by parents of dependent undergraduate students to help pay for the student’s education. PLUS are processed for one academic year at a time. PLUS loan applications must be processed through a lender who will approve or deny the application based on a review of the parent borrower's credit history. PLUS loans are typically less expensive than private student loans because PLUS loan borrowing terms are regulated by the U.S. Department of Education. If a
PLUS loan application is denied, the student usually becomes eligible to borrow up to $4,000 in additional Unsubsidized Stafford Loan. This additional Stafford loan cannot exceed the student's Cost of Attendance minus all other aid (including other loans). Unsubsidized Stafford Loans are not interest free while the student is in school.

**Additional Eligibility Requirements:**
Meet eligibility requirements stated above and:
- The student must enroll for at least 6 credits for each semester in which the PLUS loan will be received.
- PLUS loans are only available to parents, step-parents, and legal guardians of dependent students.

**Work Study:**

**Federal Work Study (FWS)**
FWS is a need-based program of financial aid and is administered through the Office of Financial Aid. Through the FWS program, students who demonstrate financial need may work to earn an FWS award intended to assist them in defraying educational and living expenses while attending an institution of higher education. Students must be enrolled in at least 6 credit hours in order to maintain their eligibility for this program.

(FWS) is a program through which the federal government subsidizes earnings for hours worked in special student employment positions. Federal Work-Study earnings also carry the benefit of being excluded in future year need calculations on the FAFSA.

**Colorado Work Study (CWS)**
CWS may be awarded to students who have indicated an interest in student employment. These are limited funds which are awarded to residents of Colorado. Students must be enrolled in at least 6 credit hours to be eligible.

**For both work study programs:**
- Students cannot begin work until all personnel paperwork has been completed
- Cannot work more than 20 hours a week while classes are in session during the fall and spring semesters
- Can work up to 25 hours a week during breaks in classes (such as spring break or between semesters)
- Must remain enrolled in 6 credits during the time that they are employed through the work-study program
- Must submit accurate timesheets on a regular and timely basis
- Unless additional work study funds are awarded, students must be converted to student hourly employees once a student's work study allotted award is expended.
Section 6

Career Exploration and Academic Planning Resources
Postsecondary Individual Career and Academic Plan

The College and Career Navigation Initiative provided opportunity to develop and field test a **Postsecondary Individual Career and Academic Plan** (PSE ICAP) for *non-traditional* students.

The intent of the PSE Individual Career and Academic Plan is to provide a tool that:

1. decreases dropout rates and increases graduation rates by assisting students/clients in developing and maintaining a personalized postsecondary plan;

2. assists students in exploring postsecondary education and career opportunities available to the student/client; and

3. aligns course work and curriculum to the students’ postsecondary and career goals.

Considered a best practice at the secondary education level (instituted in Colorado in 2010), the ICAP can be thought of as a “roadmap” for the future and used as a tool to help students/clients understand all that should be considered when setting goals and planning their academic and career path. It should be noted that the PSE ICAP is meant to be evolutionary in nature to allow for modifications as goals and plans develop or change. It is not meant to “pigeon-hole” a student in a fixed plan that does not provide opportunity for deviation. Exploration is encouraged in the planning process, and an ICAP is a tool that can be utilized well into one’s career.

Taking into account that adult students enter the academic and career counseling process with a background that has value to be respected, the CCNI postsecondary ICAP includes a specific section to “collect” previous work and academic experiences. Subsequent sections then build on this information. These additional sections include career goals and planning, academic goals and planning, higher education financial planning, and personal/social planning.

The current CCNI ICAP template is simply a Word table meant to provide space for copying and pasting electronic details and hyper linking online information. Once initiated with a student, it is then stored on a flash drive for students to keep with them for reference and continued development. The flash drive also serves as a temporary portfolio that can store resumes, cover letters, assignments, student projects, electronic artwork (arts and design students), etc.

Once the CCNI ICAP template is fully field-tested, ensuring comprehensive components, plans will be made to develop an online, database-driven tool.

Please refer to the template on the following page.
# Postsecondary Individual Career and Academic Plan  
(Field Testing)

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Institution</td>
</tr>
<tr>
<td>Workforce Center</td>
</tr>
<tr>
<td>Planning Dates</td>
</tr>
</tbody>
</table>

## Background Information

<table>
<thead>
<tr>
<th>Previous Work Experience/Credentials</th>
<th>Academic – Credentials/Credit for Prior Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Military Experience</td>
<td>Previous or Current Community Service/Volunteer</td>
</tr>
<tr>
<td>Current Professional Affiliations</td>
<td>Financial Aid Background (awards, loans, renewable scholarship, etc.)</td>
</tr>
<tr>
<td>Current Transferable Skills (O*Net Codes &amp; PWRs related)</td>
<td>Previous or Current Support Services (TANF, transportation, etc.)</td>
</tr>
<tr>
<td>Current Employability Skills</td>
<td>Other</td>
</tr>
</tbody>
</table>

## Notes

## Career Goals, Research, and Planning

<table>
<thead>
<tr>
<th>Interest Survey Results</th>
<th>Career Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Career Goal</strong> (Occupation, POS, Pathway, Cluster, O*net Code)</td>
<td><strong>Career Goal</strong> (Occupation, POS, Pathway, Cluster, O*net Code)</td>
</tr>
<tr>
<td>Job Opportunities</td>
<td>Employability Skills Needed (O*net)</td>
</tr>
<tr>
<td>Workforce Center Contact Information</td>
<td>Wagner Peyser Resources</td>
</tr>
<tr>
<td>Workforce Center Training Funds (WIA, other)</td>
<td>e-Colorado Virtual Career Fair</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Job Shadowing, Internship, Apprenticeship Opportunities</td>
<td>Cover Letter and Resume</td>
</tr>
<tr>
<td>Letters of Recommendation ( hyperlink)</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Notes**

**Academic Goals and Planning**

**Certificate/Degree Goal:**

**PSE Certificate/Degree Institutions**

**Orientation/Introductory Training Required**

**Assessment Scores**

**Plan/s of Study (Name/code of approved POS)**

**Remediation/Credit Recovery & Academic Support Needed**

**CIP Codes**

**Previous Related Coursework**

**Contextual/Service Learning Opportunities**

**Credit for Prior Learning/Life experience**

**Additional Career Related Certifications/Credentials**

**Academic Success Coursework/Workshops**

- AAA101
- SMART Goals
- Study Skills
- Time Management
- Test-taking Strategies

---

Colorado Community College System 2012

42
<table>
<thead>
<tr>
<th>See Academic Advisor</th>
<th>Academic Planning (hyperlink)</th>
<th>Transfer (hyperlink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Office/Contact</td>
<td>Transcript Access (hyperlink)</td>
<td>Transcript Office/Contact:</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Financial Planning for Postsecondary Education

<table>
<thead>
<tr>
<th><strong>FAFSA (EFC, Pell Eligibility)</strong></th>
<th><strong>COF</strong></th>
<th><strong>Financial Literacy Program</strong></th>
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</thead>
<tbody>
<tr>
<td>Annual Review: Year 1- Year 2-</td>
<td>Annual Review:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cost of Attendance (hyperlink)</strong></th>
<th><strong>SLOPE Calculator</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Financial Assistance – Grants, Scholarships, Loans</strong></th>
<th><strong>Work Study</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Repayment Responsibility</strong></th>
<th><strong>Employment</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Notes</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
</table>

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*Colorado Community College System 2012*
### Personal/Social (Optional)

<table>
<thead>
<tr>
<th>Goal/s:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Support Services Needed</th>
<th>Coping/Stress Strategies</th>
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</thead>
<tbody>
<tr>
<td>(?) College In Colorado Login:</td>
<td>Other</td>
</tr>
<tr>
<td>Username:</td>
<td></td>
</tr>
<tr>
<td>Password:</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>

Colorado Community College System 2012
CCCS Career Counseling Resources

In addition to the postsecondary ICAP currently being field tested are several postsecondary practices and tools that navigators utilize to provide comprehensive services to students and workforce clients:

Postsecondary and Workforce Readiness - PWR
Signed into law in May 2008, Colorado’s Achievement Plan for Kids” (CAP4K, Senate Bill 08-212) reform initiative resulted in an aligned preschool through postsecondary system and, in June 2009, the adoption of a formal description of PWR – postsecondary workforce readiness – by the State Board of Education and Colorado Commission on Higher Education. The description includes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. Detailed information on CAP4K and the preschool to postsecondary alignment process can be found at http://www.cde.state.co.us/cdegen/SB212.htm

Career and Technical Education - CTE
Career and Technical Education is making a significant impact on the education system both in Colorado and throughout the United States. A philosophy emphasizing “hands on” and contextualized pedagogy provides opportunity for success in technical and career based programs that lead to certificates and degrees for high demand occupations. The College and Career Navigation Initiative supports the statewide CTE efforts in counseling students to consider CTE programs when exploring career pathways.

According to the Association of Career and Technical Education, CTE provides students:
- academic subject matter taught with relevance to the real world
- employability skills, from job-related skills to workplace ethics
- career pathways that link secondary and postsecondary education
- second-chance education and training
- education for additional training and degrees, especially related to workplace training, skills upgrades and career advancement

See: https://www.actonline.org/cte_info.aspx

Additional CTE information, including career guidance information, CIP codes for CTE programs, the Colorado career pathways and clusters, a formal description of CTE, and national resources via the following links:

Colorado Career and Technical Education Plan: Colorado State Plan
See Toolbox for Educators > Career Guidance
http://www.coloradostateplan.com/index.htm

CTE Programs and CIP Codes
Colorado State Plan web site, scroll to List of Active Pathways
http://ctep.cccs.edu/energizer/reports/report_list.jsp
Note: The CIP codes are used in the CCNI database pathway search function.

Colorado Association for Career and Technical Education (CACTE)
http://www.cacte.org/website/

The Colorado Career Cluster Model
Building awareness around the Colorado Career Cluster Model is considered a sound career counseling practice. Because many career pathways are fulfilled via the stacking credential system, students and clients benefit from becoming aware of how the clusters correlate to the their chosen field. Please refer to the Colorado Career Cluster Model graphic and cluster handouts for counseling at http://www.coloradostateplan.com/Counselors.htm

Postsecondary Plans of Study
In addition to ICAPs, navigators should become aware of the postsecondary Plans of Study that are currently being developed and approved at the community colleges. Following the framework of the Colorado Career Cluster Model, the Plans of Study are approved plans that include required coursework, cost of attendance, transfer (to 4 year institutions) opportunities, and related labor market information. Should a student select a program that has a Plan of Study, this information can be hyperlinked directly into their postsecondary ICAP for reference. An example can be found on Arapahoe Community College’s web site:
http://www.arapahoe.edu/student-resources/academic-advising/plans-study

A template in English is available at:
http://www.coloradostateplan.com/default_cluster.htm

A template in Spanish is available on the following web page:
http://www.coloradostateplan.com/default_cluster.htm

CCCS Program Matrix
The Colorado Community College System is developing a comprehensive program matrix correlated to the Colorado career cluster model. This is another very useful tool for navigators, as it references every approved program within the System, providing information on certificates and degrees available for each program and the colleges that offer the programs. Still under development at the time of publication of this guide, the matrix will eventually offer department contact information as well and will be updated annually. The program matrix can be accessed at:
http://www.coloradocommunitycolleges.com/career-cluster/index.html

Colorado Community College System: all college web sites/locations
See: cccs.edu > For Potential Students > College Locations
http://www.coloradocommunitycolleges.com/where/directory.html

Secondary ICAP Background Information
http://www.coloradostateplan.com/Counselors.htm
Career Assessment and Exploration Resources

Career Assessments Based on the Interest Profiler

A listing of interest inventories can be accessed from the College and Career Navigation web site: [http://www.coloradostateplan.com/CollegeResources.htm](http://www.coloradostateplan.com/CollegeResources.htm)

Assessments include:

- O*Net [My Next Move](http://www.onetcenter.org/MyNextMove)
- O*Net [Interest Profilers](http://www.onetcenter.org/InterestProfiler)
- ACT World of Work [Map](http://www.onetcenter.org/Map)
- [Human Metrics](http://www.humanmetrics.comapsible.com) - June Typology Test
- [mymajor.com](http://www.mymajor.com) - Tools for choosing the right major
- Myers Briggs Type Indicator [Tool](http://www.mymajor.com) and [Definition](http://www.mymajor.com)
- True Colors [Test](http://www.truecolorstest.com)
- Xap - [Choices Planner](http://www.orwell.com/xap/index.html)
- [StrengthsQuest](http://www.strongquest.com)
- Choices Work [Values Sorter](http://www.choiceswork.com)
- Keirsey Temperament [Sorter](http://www.keirsey.com/tempera.htm)
- SDS - [Self Directed Search](http://www.self-directed-search.com) (available in Hardcopy)

College in Colorado
[https://secure.collegeincolorado.org/Career_Planning/Learn_About_Yourself/Interest_Profiler/Interest_Profiler.aspx](https://secure.collegeincolorado.org/Career_Planning/Learn_About_Yourself/Interest_Profiler/Interest_Profiler.aspx)

A free career assessment – helps inventory levels of interest in different career clusters; assessment results connect to information and videos on career and academic programs that may fit level of interest

O*Net Resource Center
[http://www.onetcenter.org/IP.html](http://www.onetcenter.org/IP.html)

A self-assessment career exploration tool - helps clients discover work activities and occupations that they would like and find exciting and identify, learn about and explore broad but relevant interest and work areas

Career Exploration and Career Information

A listing of career exploration tools can be accessed from the College and Career Navigation web site: [http://www.coloradostateplan.com/CollegeResources.htm](http://www.coloradostateplan.com/CollegeResources.htm)

Exploration tools include:

- [College in Colorado](https://secure.collegeincolorado.org)
- O*Net [Online](http://www.onetcenter.org/IP.html)
- Bureau of Labor Statistics - [Career Guide to Industries](http://www.bls.gov/oco/)
- [Career One Stop](http://www.careeronestop.org)
- [LMI Gateway](http://www.lmi.org/)

47
Career Assessments

CareerReady Certificate
The CareerReady Colorado Certificate is an assessment-based credential signed by Governor John Hickenlooper, which certifies a job seeker's skills. The certificate creates objective standards for employment readiness and demonstrates a job seeker's mastery of the work-applied skills employers are seeking.
www.careerreadycolorado.org

WorkKeys Assessment
WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce
http://www.act.org/workkeys/

KeyTrain Training System
KeyTrain is the complete interactive training system for career readiness skills based on ACT’s WorkKeys® assessment system and the National Career Readiness Certificate.
http://www.keytrain.com/

Students with Disabilities

National Collaborative on Workforce and Disability for Youth (NCWD/Youth)
Information about employment and youth with disabilities
http://www.ncwd-youth.info/

National Association for Adults with Special Learning Needs
Information, professional development, technical assistance, communication on issues and trends, and advocacy initiatives on behalf of adults with special learning needs
http://www.naasln.org/
The Informational Interview

The Informational Interview is a process that allows us to discover more about a specific occupation, career or type of work that we are curious about and possibly interested in pursuing.

This “finding out” process will allow you to decide if this particular career is one for you. It is a weeding out process.

Interview at least 2 and up to 5 individuals for each career you are pursuing. This will allow you to obtain a valid cross section of individuals. The more you interview, the more “takes” you have on a career. Choose accomplished people in their line of work. Your goal also is to interview individuals who enjoy their work and see themselves as successful.

Create your own interview questions if possible (this keeps the interview meeting your needs as much as possible), if not use some of the suggested questions on the back of this page. Write out a sample script to use when phoning or screening a prospective interviewee. Keep it short and succinct.

For practice start with family, friends, fellow students, co-workers and acquaintances. Utilize them directly if they work in the specific career you are considering, or use them to see if they know of someone they can refer you to. Beyond your acquaintances use other methods at your disposal; Google, Linkedin, chamber of commerce, public library, college career center/placement center or whatever means you can come up with.

When setting up your interview be clear with your interviewee that this is for information gathering only. You are not using this interview to find a job; you are using it to gather information to guide you in making a career decision. Be clear about this with your interviewee. Try to impress upon them that you are utilizing them as an expert in their field and your want to get a better idea of this field or career. Most individuals are flattered to share their knowledge and experience this way. Consider yourself more of a reporter for a magazine, newspaper, orf television program.

When setting up the interview be clear on the amount of time you are requesting. Informational interviews can range from 10 to 30 minutes. For someone you do not know start with 10 to 15 minutes. Use your judgment. Each situation and interviewee is unique. Consider taking the interviewee out to coffee or lunch if you are able, perhaps bring them a muffin or a bagel; after all they are giving you their valuable time. You can conduct your interview in person, by phone or as last resort, online. Be as flexible as possible and meet them where they suggest. Show up or call on time and if going in person, dress appropriately. When finished with the interview consider asking them if they know anyone else they would suggest you could interview.

Developed by Dan Macy, Red Rocks Community College
Here are some sample questions to stimulate you coming up with your own:

- What aspects of your work is the most satisfying?
- How did you become interested in this line of work?
- What was the progression from when you started this work until now?
- Give me an example of the flow of a workday?
- What’s the most challenging aspect of your work?
- What are your future plans?
- What preparation, education or training do you suggest for this work?
- What changes are happening in this field?
- What skills do you utilize most?
- What personality type does well in this career?
- In what ways do you find meaning and fulfillment in your work?
- If you had to do it all over again would you do anything differently?
- What suggestions would you give someone such as myself who may be interested in pursuing this career?
- Are there any others in the field you can recommend I speak with?

As you are in the midst of the interview you may come up with questions on the spot. Go with these. If the interview goes well you may want to ask the interviewee if there is a possibility to spend more time observing or job shadowing to get even more of a feel for this career.

Be sure and write them a thank you note or e-mail no longer than one day after your interview. A hand written note is the most personal and effective.
Additional Resources and Suggested Reading:

**Callings** by Greg Levoy  
**The Alchemist** by Paulo Coelho  
**Strengths Finder 2.0** by Tom Rath  
**The Ex-Offender's Job Hunting Guide** by Ron & Caryl Krannich  
**Road Trip Nation** by Mike Marriner & Nathan Gebhard  
**Ask and It Is Given** by Ester and Jerry Hicks  
**How Starbucks Changed My Life** by Michael Gates Gill  
**Refuse to Choose** by Barbara Sher  
**What Should I Do With My Life** by Po Bronson  
**I See Your Dream Job** A Career Intuitive Shows You How to Discover What You Were Put on Earth to Do by Sue Frederick  
**Do What You Are** by Paul Tieger & Barbara Barron  
**The Unplanned Career (How to turn Curiosity into Opportunity)** by Kathleen Mitchell  
**Zen & The Art of Making a Living** by Laurence Boldt  
**How to Find the Work You Love** by Laurence Boldt  
**Unstoppable** by Cynthia Kersey  
**Luck Is No Accident** by John Krumboltz & Al Levin  
**The Complete Job Search Handbook** by Howard Figler  
**I Could Do Anything If I Only Knew What It Was** by Barbara Sher  
**What Color is Your Parachute** by Richard Nelson Bolles  
**Do What You Love And The Money Will Follow** by Marsha Sinetar  
**Discover What You're Best At** by Linda Gale  
**The Zen of Resume Writing for Formerly Incarcerated Persons** by Simone Richardson  
**The Green Collar Economy** by Van Jones  
**The Six Reasons You’ll Get the Job** by Debra Angel-McDougal & Elizabeth Harney Sanders-Park  
**The Work At Home Sourcebook** by Lynne Arden  
**Sweaty Palms, the Neglected Art of Being Interviewed** by Anthony Medley  
**Knock 'Em Dead Series** (Resumes, Cover Letters, Resumes) by Malcom Yates  
**Networking for Job Search & Career Success** by MichelleTullier  
**Careers For Nonconformists** by Sandra Gurvis  
** Nobodies to Somebody’s: How 100 Great Careers Got Their Start** by Peter Han  
** The Pathfinder** by Nicolas Lore  
**Finding Your Own North Star** by Martha Beck  
**Transitions: Making Sense of Life’s Changes** by William Bridges  
**Please Understand Me** by David Keirsey  
**Radicals & Visionaries: Entrepreneurs Who Revolutionized the 20th Century** by Thaddeus Wawro  
**You Can Heal Your Life** by Louise Hay

Compiled by Dan Macy, Red Rocks Community College
Section 7

Workforce Center and Labor Department Resources
Federal and State Workforce Programs and Resources

The U.S. Department of Labor provides funding for employment resources offered through local workforce centers. Overview information on these resources is referenced below and includes detailed program descriptions, eligibility requirements, and funding limitations.

Workforce Investment Act – Aid for dislocated workers

Workforce Investment Act – Background
http://www.doleta.gov/usworkforce/wia/act.cfm

Colorado Workforce Investment Act (WIA) Resources
http://www.colorado.gov/cs/Satellite/CDLE-Main/CDLE/1248577528730

WIA Overview – Colorado Department of Labor and Employment
Click on Workforce Resources:
http://www.coloradostateplan.com/CollegeResources.htm

Wagner Peyser Act of 1933 – No Cost Employability Skill Resources

Description
http://www.doleta.gov/programs/wagner_peyser.cfm

Adult Services
http://www.doleta.gov/programs/

Trade Adjustment Act (TAA) – Aid to US workers who have lost their jobs as a result of foreign trade
http://www.doleta.gov/tradeact/

Colorado Department of Labor and Employment
http://www.colorado.gov/cs/Satellite/CDLE-Main/CDLE/1240336821467

Connecting Colorado – Website to post résumés, apply for a specific job, or do a self-directed job search
http://www.connectingcolorado.com/

LMI Gateway – Colorado labor market information

e-Colorado – Workforce tools and resources for information about careers, employment, education and training, technology, policy, and legislation
https://www.e-colorado.org/default.aspx?ID=1490
Locations

Centennial - Main Office
Lima Plaza Campus
6974 S. Lima Street, Centennial, CO  80112
Ph: 303.636.1160, Fax: 303.636.1250, TTY: 303.636.1207
View Map  View Parking Map

Castle Rock Satellite Office - Satellite office with limited services
4400 Castleton Court, Suite 198, Castle Rock, CO 80109
Ph: 303.688.4825, Fax: 303.688.0871
View Map

Lowry Satellite Office - Satellite office with limited services (Employment By Design and Employment First)
Located on the Community College of Aurora Campus
9235 E. 10th Drive, Building 859, Denver, Colorado  80230
Phone: 720.858.3211
View Map

Aurora Satellite Office - For customers of Arapahoe County Child Support Enforcement only
CentrePoint Plaza
14980 East Alameda Drive, Aurora, Colorado 80012
Hours of Operation
Monday through Friday 7:30a.m. - 4:30p.m. unless otherwise noted

Workforce Center Programs and Services:

AD Works Homepage
http://www.adworks.org/

WIA Adult and Dislocated Worker Programs
Services designed to increase employment retention, earnings and occupational skills attainment for adult and dislocated workers
Youth in the Works!
Services to help young people, ages 16-21, with finding a job, planning for a career, or reaching education goals
http://www.adworks.org/index.php/youth/

50+ and Fabulous
Full-service resource center customized for the mature job seeker

Persons with Disabilities
Accessible Resource Center equipped with assistive technology (TDD, sign language interpreters by appointment, large print materials, etc); workshops and events customized to meet the needs of persons with disabilities; and customized referrals to partnering agencies and resources

Business and Assessment Center
no-cost assessments, certifications and evaluations to support job seekers

Core services – Wagner-Peyser
Events, workshops, hiring events, professional assessments, orientations and general information
http://www.adworks.org/index.php/events/2012/04/

Assessments offered through the Business and Assessment Center
- Microsoft Tutorials – self-paced computer tutorials for Word, Excel, Access, PowerPoint, and Outlook
- Pre-GED
- ProveIt! – skill confirmation assessments
- Self-Directed Search (SDS) – personality type assessment
- Barriers to Employment Success Inventory (BESI) – success barrier identification
- Choices CT (Career Transitions) – interest, work values, basic skills and transferable skills and abilities assessments
- Career Decision Making (CDM) – career cluster, school subject and preferred life experience identification
- Colors – personality and talent assessment
- Job Search Attitude Inventory (JSAI) – attitude and job retention
- KeyTrain – self-paced computer-based skills program for WorkKeys
- WorkKeys/CareerReady Colorado Certificate
Sterling Workforce Center
Sterling Workforce Center
Northeastern Junior College, Walker Hall, Rm #22
100 College Avenue
Sterling, CO 80751
970-522-9340
970-521-6811 fax
E-mail: sterling@cwfc.net

Eastern Region Web Site - Resources
http://www.yourworkforcecenter.com/WFCDir/WFC_EasternDir.aspx

Northeastern Junior College - Workforce Center Resources
http://www.njc.edu/Human-Resources/Job-Information

Workforce Center Programs and Services

Wind Program - The SESP Renewable Energy Regional Grant has been in existence and will expire on June 30, 2013. To apply for these grant funds, students interested in renewable energy need to make contact with their local Workforce Center (WFC) and discuss the grant criteria and availability in their area.

In the Sterling area, Northeastern Junior College has an outstanding, premier Wind Technician Program. Local Sterling Workforce Center has assisted 69 students into the 2 year associates program and 30 students into the 5-week summer Wind Program.

For more information regarding the NJC Wind Program, go to the NJC website. The director of this program and the Sterling Workforce Center work closely to make sure all students have access to all resource available to them.

Healthcare – The Sterling Workforce Center works with both Northeastern Junior College (NJC) and Morgan Community College (MCC) to assist students as Workforce Investment Act (WIA) funds are available.

Youth – The Sterling Workforce Center and other workforce centers in the Eastern Region work with youth on a regular basis providing job seeker assistance through the Governor Summer Job Hunt, doing seminars and workshops for youth, and doing work experience with youth who meet the criteria of the Workforce Investment Act (WIA).
**NJC Adult Education Computer Lab**

As a result of the relationship development between the college and workforce center, the Northeastern Junior College Adult Education Center has extended its computer lab to workforce center staff and clients for computer training, resume and cover letter training, job search, and workforce program and service workshops. The workforce center provides adult education instructors training on workforce services at the lab as well.

**WinWay Resume Deluxe (Software License)**

WinWay is a computer program that offers 14,000 customized resumes for a multitude of career types and career stages. It offers various design styles and more than 116,000 job-winning phrases. This program delivers a stylish cover letter and resume that sets you apart from the competition. The completed project can be exported to Microsoft Word or PDF. They can also be printed, emailed, or uploaded directly to job sites. The software has the capability to create a resume web page. There are ideas for the first job or overqualified applicant or for those who have gaps in their work history. The result is a very polished product that is just what employers are looking for.
Detailed Overview of Eastern Region Workforce Center Job Clubs

Job clubs are currently available in Sterling on Thursday mornings in partnership with Leslie Helfer of Northeastern Junior College and in Yuma on Tuesday afternoons in partnership with Grant Smith of Yuma County Social Services. Leslie and Grant both participate in many aspects, including facilitating and co-facilitating many of the presentations. Ginger Allen from Sterling Workforce Center lends her acting talent for the memorable mock interview skits during Week #5. Logan County Social Services offers monetary support and CSU Regional Engagement Center supports the job club by offering a location to meet. We could not accomplish what we do without their assistance and support.

All job clubs include a variety of methods of instruction which include PowerPoint Presentations; videos with open discussions; Internet searches; area employers talking on what they look for in employees with a specific focus on the application and interview process; open discussions often precipitated by group ice breakers for members to develop knowledge of one another—this assists with the most effective strategy for job seeking which is networking and feelings of being supported emotionally by people who are dealing with similar issues; understanding of job market; weekly orientation of online job searches via state wide database; open computer labs to develop resumes, cover letters, understanding of labor market information, develop basic computer skills, create email accounts, etc.

Week #1 - Welcome and Commitment
- Describes what a job club is and its purpose
- What it can do for its members
- How to help participants become successful
- Specific strategies for successful job seeking
- Overview of Job Search Plan—researching companies/locating job vacancies
  - Take charge of your life
  - Developing a formula for change
  - Make a commitment

Creating Master Job Application
- Preparation before approaching employer
- What to bring (we provide a black portfolio)
- Completing the Application
- Why a cover Letter with an application packet?
- Positive phrases vs. negative phrases
- Mistakes to avoid

Online Job Applications
- Valid email address—we offer to assist in open computer labs
- Using kiosks and online applications
- Tips and Warnings
- Final Suggestions

Week #2 - Workforce Center Services to Job Seekers
- All services are no cost to employers or job seekers
- Registration and referral to job openings
- Online orientation of statewide data base: connectingcolorado.com
• Resources: computers/copiers/fax/phone/materials/labor market info/resume writing & cover letter software/certifications/workshops/job clubs/testing/open computer labs
• Workforce Funding Act (WIA) training dollars
• CareerReady Colorado through WorkKeys testing and KeyTrain tutorials
• Additional Career Exploration Tools: College in Colorado, My Next Move, GCF Learn Free—these websites include many options for career exploration, especially for those who may need to identify transferable skills and jobs that match those skills

Career Exploration
• Differentiating between job seeking and career exploration
• Identifying Career Interests
• Assessing past and present choices
• Holland’s Hexagon—identifying six categories of typical work environments matched with personalities
• Why matching personality types with compatible work environments will likely lead to success

Week#3 - Resumes
• Identifying what is/isn’t an effective resume
• Purpose of a resume
• What can the job seeker ‘sell’ to the employer
• Different types of resumes and why people use them
• General rules of resume writing—this is where we list all those details
• Job Search Plan—identifying job specific skills & types of employers looking for those skills
• Job Search Plan—certifications/on-the-job trainings/additional trainings in field of expertise
• Creating an effective resume
• Sections your specific resume should include
• Specifics on writing a Summary Statement

Week#4 - Cover Letters
• Purpose of writing a cover letter
• Format of a cover letter—first, second and third paragraphs
• Writing a great cover letter that grabs the reader’s attention
• Samples of what to highlight related to the job description
• Job Search Plan—accomplishments/most important job responsibilities
• Breakout Session—creating statements that target the job description and highlight the upper level skills an individual brings to that specific employer
• Sending resume and cover letter online
• Follow-up with employer

Week #5 - Interview Skills
Mock interview skits are conducted with the assistance of other workforce center staff people and community partners—open discussions are held regarding each skit and feedback is given to job club participants

Behavioral Styles of Interviewers
This training is presented by community partner Grant Smith, Case Manager for Yuma County Social Services and focuses on the following
• Learning to understand four personality styles of interviewers
• Identifying the different styles based on office settings and behaviors
• Adjusting our behavior to make the interviewer more comfortable—and us a better fit for their position
**Week #6 - Interview Basics**
- Preparing before the interview
- **Job Search Plan**—people and communication skills/personal qualities/qualities an employer would value/practical skills/barriers to employment and how to diminish an employer’s concern
- What to bring to the interview
- During the interview—including how to answer specific questions
- Questions to ask
- After the interview—includes specifics for thank you note
- Negotiating salary
- Common mistakes

**Preparations for mock interview**
Participants are given a list of questions with suggestions on how to answer—“Facts tell, stories sell”

**Week #7 - Mock interviews**
- Are conducted by area employers or community partners
- Each participant is asked approximately ten questions, but they do not know which ten questions they will be asked
- The mock interviews are videotaped and critiqued before the final week by a workforce center professional

**Participant Survey**—suggestions by participants are what drives the direction of the job clubs and, we believe, makes them more successful for job seekers

**Week #8 - Critique mock interviews**
Participants view their interview and complete their own critique, and then a critique is shared by a workforce center professional
From Laid Off to Living®
Support Groups

Obviously, being laid off is not an ideal situation for anyone to be in. Experiencing a layoff can be a very traumatic and challenging occurrence for the individual and their family, no matter if the job loss happened yesterday or last year.

- **From Laid Off to Living®** support groups lead the individual through the emotions encountered during transition of the change process of losing a job.

- Individuals will learn, in a group situation, environmental strategies to help create a personal action plan for the future.

- Each group is lead by a certified facilitator (no more than 6 individuals in each group).

- From Laid Off to Living® is at no cost to participants.

- Registration is required

**Group Details:**

Date/Time: Sessions will be held 6 consecutive Thursdays

Location: Sterling Workforce Center

*Participants must be able to attend all six sessions unless, as is the goal, you become employed.

**Session Outline:**

Session I. The Was...IS...Will BE
Session II. The Chosen/Not Chosen (Choices made before and after job loss)
Session III. The Anger Cycle
Session IV. The IS – The In-between of being laid off
Session V. The Will Be – Creating a new chapter
Session VI. Strategies for change builders – Putting it all together

Please note that these groups or the facilitator do not provide therapy.

Please contact the Sterling Workforce Center for additional information or to register for a group:
(970) 522-9340
Sterling Workforce Center – Job Club Resources

Cover Letter Builder

Date____________________________

Employer Name_________________
Company Name_________________
Address _______________________
City & State ____________________

Dear____________________________:
(First paragraph who you are and how you heard of the job)
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

(Second paragraph state why you are good for this job and skills listed in bullet points)
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

• Skill________________________________________________
• Skill________________________________________________
• Skill________________________________________________
• Skill________________________________________________
• Skill________________________________________________

(Third paragraph state desire to meet and a phone number where you can be reached)
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Respectfully yours,

_______________________________________________
Sterling Workforce Center – Job Club

Resume Builder

Personal Information
Name: ________________________________________
Address: ______________________________________
Phone: ________________________________________
Email: _________________________________________

Summary Statement

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Education
Name of School:
City, State ___________________________________________ Degree _________
Name of School:
City, State ___________________________________________ Degree _________

Work History (Include all jobs for the past 10 to 15 years)
Job title ___________________________________________
Business name
City, State
Dates of Employment (month & year/ from & to)

____________________________________________________________________________________________

Job title ___________________________________________
Business name
City, State
Dates of Employment (month & year/ from & to)

____________________________________________________________________________________________

Accomplishments

____________________________________________________________________________________________
____________________________________________________________________________________________
Sterling Workforce Center – Job Club

Reference Sheet

Name of Reference____________________________________
Name of Business and Position___________________________
Address_____________________________________________
Business Phone_______________________________________

Name of Reference____________________________________
Name of Business and Position___________________________
Address_____________________________________________
Business Phone_______________________________________

Name of Reference____________________________________
Name of Business and Position___________________________
Address_____________________________________________
Business Phone_______________________________________

Name of Reference____________________________________
Name of Business and Position___________________________
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Name of Business and Position___________________________
Address_____________________________________________
Business Phone_______________________________________

Name of Reference____________________________________
Name of Business and Position___________________________
Address_____________________________________________
Business Phone_______________________________________
Sterling Workforce Center – Job Club

Basic Interview Questions  (worksheet for students/clients)

Answering interview questions well requires two things:

1. Knowing what you offer
2. Understanding what the employer needs

What YOU offer:
Why are you a good fit for the job? If you don’t know your skills, it will be difficult to land an opportunity. It’s imperative to understand what you have to offer when applying for positions. Consider posting interview questions on your bathroom mirror, refrigerator, bedroom wall, in your car, or anyplace you will see them during the day. Answer the questions, out loud, keeping different scenarios, or companies you would like to work for, in mind each time. This type of rehearsal will help you hone in on what you have to offer.

Below are some samples of basic interview questions you might be asked. If not all, you definitely be faced with some of these questions, and being prepared for them will make your next interview go much more smoothly.

Tell me about yourself
What are your career plans?
What experience do you have in this field?
Describe your worst boss
What is your greatest strength?
What is your greatest weakness?
Give me an example of a problem you encountered and how you solved it.
Where do you see yourself in the next 3 years?
Tell me about a problem you had with a supervisor and how you overcame it.
Describe the type of management style you prefer.
How would you describe you work ethic?
Describe a time when you worked well with others.
Tell me about something new you have learned in the past 6 months?
Why should we hire you?
Why are you a good fit for this position?
Use three adjectives to describe yourself.
Describe a situation where you had to go the extra mile to support a customer.
How do you win people over to the adoption of new techniques or technologies?
How would you describe your ability to get your point across?
How important is it to you to be perceived as a team member and why?
Describe your predominant style with others?
Tell me about the importance and value of workforce diversity.
How many hours in a day do you typically work?
How do you prioritize your work?
If you observed someone displaying inappropriate work behavior, what would you do?
If someone were accused of some impropriety, such as theft, what would you do?
Do you have any questions for us?
Community College of Aurora – Arapahoe/Douglas Works!
Career Fair Activities and Resources

RÉSUMÉ – Sell Yourself to Get an Interview
REFERENCE SHEET AND COVER LETTER INFORMATION, TOO!

What is a RÉSUMÉ?
- A résumé is a one-page summary of your skills, experience, and achievements.
- It shows employers how you match up with job to be filled.
- It should be focused, accomplishment oriented, and tidy (easy to read)
- It is targeted for each career field or job of interest

How to get Started
1. READ THIS BOOKLET
2. Think and plan
3. Write the info onto a RÉSUMÉ Planning Sheet
4. Type info into a BLANK Word document
5. Format only when typing is done

Contact Information Section
Name
Present a professional image.
Use your full name (not nicknames. Use middle initial if you wish.

Address
Write out your entire address. Do include your zip code
Do not abbreviate – such as St. for Street (use Apt. or # to indicate apartment or unit information).

Phone Numbers
It is essential that you provide a phone number that is reliably answered during the day.
* Use your cell phone number if you have one.
* Use an answering machine or voice mail for home phone.
* Be sure the message for incoming calls sounds professional.

Email Address
Have “professional” email ID – your name is usually best.

Online Presence
Include LinkedIn contact info, if appropriate.

Write your contact information here:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City, State Zip</td>
</tr>
<tr>
<td>Phone</td>
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<tr>
<td>Email</td>
</tr>
<tr>
<td>Online contact info</td>
</tr>
</tbody>
</table>
Establish the FOCUS of your Résumé

Objective Statement of Job Title

Tell an employer what job you want to do. Keep it short and simple. Use the job title from the employer’s job opening.

This Objective is to-the-point and helps set the focus for the rest of the résumé: Seeking a customer service representative position

Or simply write the title of the Job Opening or Position for which you are applying: CUSTOMER SERVICE REPRESENTATIVE

Everything else on the résumé should support the fact that you have the qualifications / abilities / skills to be an excellent person to fill this position!

✍ Write the FOCUS of your résumé here:

Statements of Accomplishments

Accomplishment statements give the reader an idea of how well you performed tasks and how your employer or customers benefited.

Here is a basic formula for writing these statements into a standard acceptable format that you can use on your résumé.

<table>
<thead>
<tr>
<th>Action verb</th>
<th>+</th>
<th>event</th>
<th>=</th>
<th>benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained and supervised</td>
<td>new employees</td>
<td>leading to; resulting in; thereby increasing efficiency of department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided</td>
<td>excellent customer service</td>
<td>leading to high rate of repeat customers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

✍ Practice writing Accomplishment Statements here: Use Action Verbs from list on next page.
Express Your Accomplishment with Powerful Action Verbs

Use these verbs in your résumé (and in your cover letter) to give the potential employer a better picture of your qualifications and the results you have had in previous positions.

achieved  decided  got  mentored  raised  spoke  
acted  defined  guided  met  read  studied  
adapted  delivered  handled  modeled  realized  summarized  
addressed  designed  headed  monitored  reasoned  supervised  
administered  diagnosed  helped  motivated  received  supplied  
advised  directed  hypothesized  moved  recommended  surveyed  
analyzed  discovered  identified  navigated  reconciled  symbolized  
anticipated  dispensed  illustrated  negotiated  recorded  synergized  
arbitrated  displayed  imagined  observed  recruited  synthesized  
arranged  disproved  influenced  obtained  reduced  systematized  
ascertained  dissected  informed  offered  referred  talked  
assembled  distributed  initiated  operated  rehabilitated  taught  
asessed  diverted  innovated  ordered  related  team-built  
atained  dramatized  inspected  organized  remembered  tended  
budgeted  drew  inspired  persuaded  rendered  tested  
built  drove  installed  photographed  repaired  told  
calculated  edited  instituted  photographed  reported  took-instructions  
charted  eliminated  instructed  planned  represented  trained  
checked  empathized  interpreted  played  reached  transcribed  
classified  enforced  interviewed  politicked  reviewed  translated  
coached  established  invented  predicted  risked  traveled  
collected  estimated  inventoried  prepared  sang  treated  
communicated  evaluated  investigated  prescribed  scheduled  tutored  
complied  examined  judged  presented  selected  typed  
completed  expanded  kept  printed  sensed  understudied  
composed  experimented  lead  problem-solved  separated  undertook  
computed  explained  learned  processed  served  unified  
conducted  extracted  lectured  produced  set  united  
conserved  filed  lifted  programmed  set-up  upgraded  
consolidated  financed  listened  projected  sewed  used  
constructed  fixed  logged  promoted  shaped  utilized  
consulted  followed  made  proof-read  shared  washed  
controlled  formulated  maintained  protected  showed  weighed  
coordinated  daunted  managed  provided  sketched  worked  
copied  gathered  manipulated  publicized  sold  wrote  
counseled  gave  mediated  purchased  solved  wrought  
created  generated  memorized  questioned  sorted  

Accomplishment Statements can be used in many places on your résumé:
  Summary of Qualifications
  Professional Accomplishments
  Professional Skills
  Beneath appropriate work history entries
What Skills Do You Bring to The New Position?

Writing Your Skills as Accomplishment Statements is More Effective than using a LIST

**Job Skills** - skills you need for a specific job.
An auto mechanic, for example, needs to know how to tune up engines, repair brakes, etc.

Diagnosed and repaired major and minor automotive problems for all American-made cars and trucks using both traditional methods and computer diagnostic tools

**Transferable Skills** - skills used in many different jobs. You can transfer them from one job to a very different one.
Being comfortable working with computers is a skill you can use in almost any job.

Quickly learned to efficiently use all pertinent features of word processing and spreadsheet software as upgrades and office needs changed

**Adaptive Skills** - personal characteristics that help a person to adapt to or get along in a new situation.
Honesty and enthusiasm are traits employers are looking for in good workers.

Entrusted to reconcile daily cash and credit receipts and to deposit proceeds into company’s bank account

It is important that you know what skills you have and how they relate to the new job you are seeking.

1. Think about your past jobs, activities, even daily chores. What skills did you learn from them? Identify each skill as job, adaptive, or transferable.

   ![Table]

<table>
<thead>
<tr>
<th>JOB TITLE OR ACTIVITY</th>
<th>JOB SKILLS/DUTIES</th>
<th>TRANSFERABLE SKILLS</th>
<th>ADAPTIVE SKILLS</th>
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</table>

2. Now think about your career objective. Which of your skills are important in that field? Circle them from your list above and write them as accomplishments under appropriate headings on the Résumé Planning Sheet.
3. If you are not sure of what skills are important for your chosen career field, do research to find out what is needed for that field.

**Related Employment History**

Below is the suggested format for entering the employment history information and an explanation of why things are placed in this particular order.

<table>
<thead>
<tr>
<th>Your title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Company name</td>
</tr>
<tr>
<td></td>
<td>City, State Zip</td>
</tr>
</tbody>
</table>

Accomplishment statement can be listed here - useful if they are relevant to new position and not mentioned elsewhere

The **title** you held helps identify you and is therefore more important than the place where you worked.

Use **dates** to show longevity at a job and/or continuous employment history. You must include dates on applications, but you can leave them off the résumé if you think they may be harmful to your job search.

**Company name** as it was when you worked there, even if company has changed hands since then.

**City, State** of location where you worked is usually the best choice. There may be times when you will choose to use the location of the corporate headquarters.

**Accomplishment statement to summarize your work experience** can be listed below each job entry.

Be consistent in the format of the information you enter here. This can be left blank if you have adequately expressed your skills and accomplishments elsewhere on the résumé.

**Education and Training**

If you include an education section, emphasize the most recent and/or highest level of education or training that relates to the job you are attempting to obtain.

**Formal education** - place most recent degree first.
- Do not go back beyond high school diploma or GED.
- Do not include partial credentials that will not be completed.
- Company sponsored or vocational **training** – only if training is related to job or field you are seeking.
Typing the Résumé

1. Open a blank Microsoft Word document
2. Type all the information from your Résumé Planning Sheet
3. Follow typing instructions on page 7
4. Choose HEADINGS from underlined words on Résumé Planning Sheet
5. Save your résumé to a disk or USB flash drive – **It must be saved to able to use it again and/or make changes to it.**
6. Use SAVE AS to create a plain text version to use for all electronic transmissions

Résumé Planning Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City, State Zip</th>
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<table>
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<th>Phone</th>
<th>Email</th>
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</table>

<table>
<thead>
<tr>
<th>(position / career field / job title)</th>
</tr>
</thead>
</table>

Accomplishments or Summary or Qualifications

***These should be important for **the position you are seeking**

<p>| |</p>
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</table>

Professional Skills or Personal Strengths

***These should be important for **the position you are seeking**

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</table>

Work History or Experience or Relevant Experience

<table>
<thead>
<tr>
<th>Your title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates or length of time</td>
</tr>
<tr>
<td>Company Name</td>
</tr>
<tr>
<td>City, State</td>
</tr>
</tbody>
</table>

Education

<table>
<thead>
<tr>
<th>Degree or Diploma Earned</th>
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<tbody>
<tr>
<td>Date of Completion</td>
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<tr>
<td>Name of School</td>
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<tr>
<td>City, State</td>
</tr>
</tbody>
</table>
Typing Instructions

Type résumé information
DO NOT format as you go

Hit ENTER key to type on next line

Hit ENTER key to leave blank lines.

Your Name
2101 Your Street
City, Colorado 80221
303-555-3942
Yourname@email.com

Career Field or Job Opening Position Title

Qualifications
Wrote exceptional accomplishment statements demonstrating potential benefits in new job based on past activities
Used job opening requirements, duties and keywords to show qualifications match employer’s needs
Performed similar duties with outstanding results for past company

Professional Skills

Employed identical or similar job skills with positive results
Possess transferrable skills which were effectively used in past positions and are important for new job or career field
Assessed adaptive skills which have had positive results in past positions

Experience

Position Title
Month year – Month year
Name of Company
City, State
Accomplishment statement(s) useful and relevant to new position and not mentioned elsewhere

Position Title
Month year – Month year
Name of Company
City, State
Accomplishment statement(s) useful and relevant to new position and not mentioned elsewhere

Education

Highest Degree or Relevant Certification
Month year (or only year) awarded
Name of School or Certifying Organization
City, State
RÉSUMÉ

What to **DO** | What NOT to **Do**

**DO**

- List your contact information at the top and make your name stand out.
- Use 8 ½” x 11” white or off-white bond paper for copies.
- Keep your résumé between one and two pages in length.
- Keep all information focused on job target.
- Make it reader friendly - have lots of white space and neat margins.
- Use action verb to keep it lively and interesting.
- Be positive about your skills and accomplishments.
- Ask a counselor or friend to proofread and give reaction to your résumé.
- Update your résumé whenever you change jobs, earn awards, learn new skills, etc.
- Carry several clean copies with you when you go to interviews.
- Attach a copy to every application you fill out.
- Copy and Paste Plain Text version for all electronic transmissions – email and online applications

**DON’T**

- Don’t put personal information, such as age, children, nationality, etc. on résumé.
- Don’t use gimmicks or wild colored paper to draw attention.
- Don’t use full sentence or long phrases on your résumé.
- Don’t use so many different fonts and sizes that it becomes confusing.
- Don’t use a font which is too small or non-conventional.
- Don’t make salary demands.
- Don’t be humble
- Don’t lie.
- Don’t have any mistakes or typos – an employer will notice.
- Don’t list affiliation with any controversial groups or organizations – employers tend to be conservative.
- Don’t bend, fold, spindle or mutilate copies you will give to employers.
- Don’t delay.
Other Written Material for your Job Search

In addition to your résumé, there are other pieces of written materials you should prepare to assist you in your job search. These documents include:

- **REFERENCE SHEET**
- **COVER LETTER**

Reference Sheet

The references you choose should be the people who know you well and will say good things about you to an employer. It is best to have at least three references. People you can use include:

- Previous employers
- Co-workers
- Teachers
- Counselors
- Case Managers
- Minister / Priest
- Doctor or Lawyer
- Friends

- Make sure you ask permission to use anyone as a reference.
- Prepare the people who are your references for what you would like them to say about you.
- Give them a copy of your résumé.
- Keep them informed when you submit their names to an employer.
- Tell them about the job and what you’d like them to emphasize about your qualifications.
- Make sure they don’t get caught off guard when contacted by an employer.

- List references on a separate sheet that coordinates with your résumé.
- Use the same format for the heading (contact information).
- Include all necessary information for each reference listed.

Take several copies with you when you go for interviews in case the employer asks for it. You are sure to make a positive impression.

**DO**

- Ask permission of those you list as references
- Verify references’ contact information
- Use same format and paper as your résumé

**DON’T**

- Don’t put names of references on résumé sheet
- Don’t use the phrase “References Available Upon Request”
- Don’t give references to employer until asked for
### REFERENCE WORKSHEET

Do NOT type these words – just type the information

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Address</td>
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<td>City, State Zip</td>
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<td>Phone</td>
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<tr>
<td>Email</td>
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### REFERENCES

Do NOT type these words – just type the information

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<tr>
<td>Title</td>
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<td>Phone</td>
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<td>Email</td>
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</tbody>
</table>
Cover Letter

You should **always** include a cover letter. The cover letter will briefly introduce you and your résumé.

It does not take the place of a résumé, but it can be the key to getting the employer to read your résumé.

The cover letter is another opportunity to "sell' your abilities and skills to the employer.

Your cover letter is written specifically for the employer you are sending it to. It is personalized for each employer.

It gives a brief look at who you are, instead of only what you have to offer.

When sending résumé by email, use the compose area to write a brief cover letter following business letter conventions.

**Important Things to Remember**

Send it to a specific person.
Write directly to the person in charge; the one who will likely be doing the hiring. This will be sure to get your résumé in the right hands and noticed. This may require some research on your part. Call the company to obtain the person’s name, the correct spelling, and title.

Be specific about why you are writing.
Let the person reading your cover letter know what job you are referring to and where you found out about it. If you are writing "cold", let them know of your interests and intentions.

Show your knowledge of the company.
Let the reader know you have done your homework by addressing their concerns and priorities. Let them know how you will benefit the company and meet their needs.

Let the reader see who you are.
This is your chance to let your personality show through. By using creative words, try to balance your enthusiasm with professionalism.

Show your uniqueness.
Include information about yourself that is not already in the résumé or give further insight into skills needed for the position which are given prominence on the résumé. Write about something you are proud of or a particular accomplishment. Make yourself stand out.

The cover letter should be brief and focused. It should only be three or four short paragraphs. Print your cover letter on the same kind of paper as your résumé.
Example

Your present address (or use same heading as on your résumé)
City, State Zip Code
Area code and daytime telephone number
Email address

Date of writing

Name of Employer
Employer’s Title (if known)
Company Name
Address
City, State Zip Code

Dear________________________: (address to a specific person)

"Why I’m Writing" You should tell the reader what job you are applying for, where you found out about the position, and why you are writing. This is a good place to state the name of someone you may know who is working for the company.

"How I’m Qualified." Briefly describe your academic and professional qualifications. This is where you go into detail about yourself. Tell them about some of your skills or explain why you feel you have a particular personality trait. Use clues from the newspaper ad to guide you to what the employer is looking for.

"Why I’m Right for this Job." Refer to your résumé as you relate yourself to the company, giving details about why you should be considered for the job. This is a good place to demonstrate your knowledge of the company or industry. Once again, you can look to the ad for clues.

"What steps I'll take to make sure we talk further about my qualifications." Request action. Ask for an interview. Tell the employer you will make contact within a specific period of time (such as a week, 10 days, two weeks). Then be sure to carry out the follow-up action you said you would. Or tell the employer how to reach you during business hours. Don't forget to thank them for their time.

Sincerely,

Your Signature – original to each letter – never photocopied!

Typed name

Enclosure: Résumé
Your Elevator Speech / Sound Bite / Sales Pitch

Whatever you call it, it's a very short introduction of yourself used in Direct Contact situations and in those situations where you are meeting a lot of people and probably not spending a great deal of time with any one of them.

Events specifically designed for networking were made for the Elevator Speech, which lasts about 15-30 seconds and may or may not be the prelude to a lengthier conversation. The trick is to make your Elevator Speech so intriguing that people will want to spend more time talking with you. The Elevator Speech should also be incorporated into an initial phone conversation with a prospective new member of your network or a prospective employer.

At its most basic level, the Elevator Speech's structure is:
Hi, my name is ___________. I'm in the _______________ field and I'm looking to ___________________.

The last blank would be filled in with your current career aspiration, whether it is to stay within your field and move up or move into a different career.

The Elevator Speech can be made more effective when you add an element of intrigue that makes the listener ask for more information

Networker #1: Hi, my name is Betty Joiner. I help shape the future.
Networker #2: This I've got to hear about.
Networker #1: I'm a teacher! I love shaping the minds of the next generation, but I'm also interested in getting into corporate training.

If this intrigue "hook" is too gimmicky for you, leave it out. But do remember to add what can be the most important element -- a request for action. Here are some action items that can be appended in various situations:

At a career fair: "I'd like to take your business card, as well as leave my networking card and resume. Would it be possible for me to get a spot on your company's interview schedule?"

In a networking situation: "What advice do you have for me? Can you suggest any employers I should be contacting?"

Cold-calling an employer: "When can we set up a meeting to discuss how I can help your company?"

Telephone or e-mail situations: "May I send you my resume?" (For in-person situations, you should always have resumes handy.)

Your Elevator Speech can be the starting point for a great job interview response to "Tell me about yourself" or "Why should I hire you?" It's also an effective response when you're conducting an informational interview and the interviewee turns the tables and starts asking questions about you. Build upon it to get across the important
information you want the other person to know about you and your qualifications for the position you are seeking.
• *Begin writing your Elevator Speech here*
Finding the Job Openings

Finding work can be a FULL TIME JOB! This means you need to be your own boss for a time – wake up early and devote your full day to the job search process – 40 hours a week - until successful.

1. Networking
Networking is usually the most effective technique for finding a job. Seven out of ten job hunters find jobs through networking. Networking is usually defined as seeking referrals through others. The emphasis is on securing an introduction to a hiring manager before you make the call. Networking means seeking information on available jobs from people that you know.

Talk to your friends, family members, neighbors, co-workers, etc. They may have inside information on a job opening where they work or where someone they know works. It is important to follow up on all leads given to you.

2. Direct Contact
Calling or walking in to a company - shows the employer that you are ambitious and motivated and that, not only do you want to work, you want to work for them. It means making cold calls to people who might be able to hire you, and telling them about your availability, your past successes / accomplishments and your interest in working for them.

Four Simple Steps for Direct Contact
Most job seekers can use this technique if they apply some time-tested tactics. It involves just a few simple steps. If you are persistent and have a great attitude, this method can really pay off.

1. Adjust your attitude.
Adopt the posture of a busy CEO running your own business. When you approach executives and hiring managers at businesses you'd like to work for, think of yourself as an equal. Act as if you're a busy professional making a business proposal, rather than a job hunter seeking a position. Think of your resume as a powerful business proposal outlining a contribution you'd like to make to that company, not as a document describing past accomplishments.

2. Do your homework on employers.
Select the companies you'd like to work for, regardless of whether there's an advertised opening. You can choose companies you already know about, use the Yellow Pages for businesses in your area, or check Internet databases. Your search parameters can include industry, location and company size. Most experts suggest a targeted list of at least 100 employers.

3. Research the decision makers.
Once you've targeted the companies you'd like to work for, identify the person with the power to hire you. Most likely, this is the boss of the person who would be your manager if you worked at that company. Introduce yourself, by phone, with a "pitch" that includes your name, level of experience and a key accomplishment. If he or she is receptive, give them a bit of background information on, say, your education, and request an interview.
4. Follow up.
Provide answers to the contact's objections. If he or she says, "We don't have any openings right now," your response should be: "That's fine. What I'm really interested in is finding a company that's a good match for my skills for the long term. I'd like to meet with you to discuss potential future opportunities. When would this be convenient?"
After you've agreed on an appointment time, send a thank-you note citing your appreciation for the manager's time on the phone and confirming the meeting.
Internet Job Search

The Internet is an invaluable resource. Use it to:
  - find advice on conducting your job search more effectively
  - search for a job
  - research prospective employers
  - communicate with people who can help you with your job search.

No single Web site will contain all the information available on employment or career opportunities so use a search engine to find what you need. The different types of sites that may be useful include general career advice sites, job search sites, company Web sites, trade and professional association Web sites, and forums. Internet forums, also called message boards, are online discussion groups where anyone may post and read messages. Use forums specific to your profession or to career-related topics to post questions or messages and to read about other people's job searches or career experiences.

In job databases, remember that job listings may be posted by field or discipline, so begin your search using keywords. Some Web sites provide national or local classified listings and allow job seekers to post their résumés online. When searching employment databases on the Internet, it usually is possible to send your résumé to an employer by e-mail or to post it online.

Social Networking with Social Media

Have you Googled yourself lately? You never know what may come up. Whether you are an active or passive job seeker, there is no better way to cut through the clutter and get yourself noticed than LinkedIn. Nowadays, many recruiters and companies are increasingly using sites like LinkedIn to identify talent.

Establish your professional profile
LinkedIn gives you the keys to controlling your online identity. LinkedIn profiles rise to the top of search results, letting you control the first impression people get when searching for you online.

The Importance of Your LinkedIn Profile
One of the most important parts of LinkedIn is your profile. That's what you use to connect with people in your network and your profile is how you get found on LinkedIn by potential employers. In addition, your LinkedIn profile can increase your visibility online and help you build your professional image.

Make sure that your LinkedIn profile is complete and detailed. Consider your LinkedIn profile your online résumé. It should have the same information that is on your résumé.

Remember, you're sunk until you figure out what you want to do
Serious now! If you don't know, it's like going to the library for "something to read" or to the mall for "something to buy." Chances are you won't get what you really want or need.

Begin to develop your professional profile here:
Preparing for the Interview

Here are some basic interviewing truths to keep in mind as you prepare.

- When answering a question, consider the company’s point of view.
- Convince the interviewer of your value to the company.
- The prevailing question asked in an interview is “Why should I hire you?”
- You are interviewing them as well as being interviewed.
- The person who mentions salary first loses.

Know about the company. How did you find out about them? Do you have any contacts inside? What do they do? How can you find out more about them? Do you have questions ready to ask them?

Know the position. What makes you qualified for the job? How are previous experiences related to the requirements of this position? Take some time to think about this before you go into the interview.

Know yourself. Review your résumé before an interview. Many of the questions you will be asked during an interview will be derived from information on your résumé. It will serve you best if you have directed it toward the position you are seeking. Tailoring a résumé for each interview and revising it for each situation will give you the edge on the competition.

Body Language Glossary some examples of body language cues and their possible interpretations

- Crossed arms – Closed off or defensive
- Fidgeting, running tongue along teeth, playing with hair or jewelry, or tapping feet – Nervous or bored
- Lack of eye contact or, conversely, staring too intently without breaking a gaze – Untrustworthy
- Leaning back – Uncomfortable
- Clasping hands behind the head while leaning back – Looking to gain power
- Leaning forward – Interested in the conversation
- Smiling or attempting to be humorous – Friendly
- Eye contact with occasional, natural breaks in the stare – Focused and curious
- Nodding while listening – Attentive and alert
- Open palms – Approachable and trusting
Gesturing with hands while talking – **Genuinely involved in the conversation**

**The Short Story Technique – STAR story**
Effectively describing your *strengths, skills* and *accomplishments* by putting them in an interesting short story gives a more vivid, lasting picture of your worth than a few isolated words and provide specific examples of the *qualities you bring to the position* and are based on your own experience. They illustrate to the interviewer how you handled a problem or improved a situation to achieve measurable, positive results.

The short story should be no more than one to two minutes in length and should include the following:

- Briefly identify the **setting / environment and the problem / task / barrier** that existed.
- Describe the **action** you took to correct the problem or improve the situation.
- Report the positive **results** you achieved. Include measurable outcomes such as profits, savings, percentages or numbers, if possible.
Questions, Questions, Questions

Interviewers may ask an incredible variety of questions. It is good to prepare yourself for the possibility of any of them.

- As you read the following questions, determine how you would answer them. Write out answers.
- Make sure you have a relevant, organized short story ready when appropriate.
- If possible, videotape yourself in a practice interview session.
- Keep in mind the company’s point of view and what they want to hear.
- Practice. Practice. Practice.

Tell me something about yourself.

Tell me about your most recent job. Tell me about your other jobs.

What did you like best about the job? What did you like least?

Which one did you like best? Why? Which one did you like least? Why?

Why do you want to work here?

What are your goals? Where do you plan to be in 5 years?

Tell me about your strengths. Tell me about your weaknesses.

Tell me about a work-related conflict and what you did to resolve it.

How have your previous experiences qualified you for this job?

How would you handle a supervisor that you felt was unfair or difficult to work with?

What would your previous supervisor say about you if I were to call him today?

Why should I hire you?

Do you have any questions for me?

Be prepared to ask questions of the interviewer but do not ask about salary, vacation, or other specific benefits.

Researching Salaries and Finances

There are numerous online sites where you can find salary ranges and “ballpark” salaries for similar positions.

For salary ranges for hundreds of occupations by STATE, try America’s Career InfoNet: Wages and Trends. http://www.careeronestop.org or use the link to Salaries at Indeed.com

Remember that most of the salary listing may be AVERAGE or RANGES.

What should you wear to an interview?

- Appropriate clothing – a “step above” what you would be expected to wear to work
- A smile, Energy, A positive attitude
- Positive body language
Sample Behavioral Interview Questions

Behavioral and situational interview questions are popular with many interviewers. Hearing how you performed in the past gives clues to your future behavior. Take the time to work out answers to these questions using a method such as Short Story Technique.

It is not necessary to memorize answers. The key to interviewing success is being prepared for questions and having a mental outline to follow in responding to each question.

- **Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.**
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- **Give me a specific example of a time when you used good judgment and logic in solving a problem.**
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- **Tell me about a time when you had to use your presentation skills to influence someone’s opinion.**
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- **Please discuss an important written document you were required to complete.**
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- **Tell me about a time when you had too many things to do and how you prioritized your tasks.**
- Give me an example of a time when you had to make a split second decision.
- **What is your typical way of dealing with conflict? Give me an example.**
- Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
- **Tell me about a difficult decision you've made in the last year.**
- Give me an example of a time when something you tried to accomplish and failed.
- **Give me an example of when you showed initiative and took the lead.**
- Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- **Give me an example of a time when you motivated others.**
- Tell me about a time when you delegated a project effectively.
- **Give me an example of a time when you used your fact-finding skills to solve a problem.**
- Tell me about a time when you missed an obvious solution to a problem.
- **Describe a time when you anticipated potential problems and developed preventive measures.**
- Tell me about a time when you were forced to make an unpopular decision.
- **Please tell me about a time you had to fire a friend.**
- Describe a time when you set your sights too high (or too low).

Looking for some samples of excellent answers to behavioral interview questions? Then go to [http://www.quintcareers.com/interview_question_database/](http://www.quintcareers.com/interview_question_database/) where you will find traditional, behavioral, and mixed interview questions for experienced job-seekers, college students, and recent grads.
Ask for the Job

Finally, as you prepare to leave the office, extend your hand for a firm handshake and **tell the interviewer you want the job.** Rehearse a closing statement similar to the following:

- “I’m very interested in this position and am looking forward to working with you.”
- “This sounds like a challenging position, and I’m the person who can handle it.”

What will you use as a closing line? Write it here and practice it often.

---

**THANK YOU NOTE**

After an interview, you should **always** send a personalized thank you to the interviewer/s and to others within the company who assisted you. Personalize each one.

A formal thank you letter is used to:
- put your name in front of the interviewer once more
- emphasize your qualifications for the position
- state any important information that you might have forgotten to discuss at the interview
- down play any weak points that might have come up
- enhance the positive impression you have made

Today the most effective thank you is a regular note sized card with a brief hand written thank you inside. Interviewers will open this card first. It is a little different than the regular mail received. The note should be sent as soon as possible, but no later than twenty-four hours after the interview.

For expediency purposes, you might chose to send a thank you email, but it is best to follow up with a note card as described above.
Managing Your Digital Footprint

Have you ever searched for yourself on the Internet? Transitioning from an academic setting, which is inherently social, to a professional setting is a very important time to be aware of your digital footprint. Look yourself up and see what is out there!

If you are a candidate that makes the shortlist for a position, consider it a reality of the age in which we live that your name will be searched on the Internet and looked up on Facebook. What will your future employer find? Will it impact your candidacy? These are important questions to consider. While pictures and posts may be harmless, consider how they may be interpreted when taken out of context.

Now may be the perfect time to remove tags or take down some of those epic party photos.

While everyone should have a social life it may not be wise to lay it out before a future employer at the time of an initial interview – again, this goes back to context and interpretation, not what is appropriate or not.

The message here is to be aware, not afraid of social networking. It is a great resource to stay connected with friends and family, share ideas or to network professionally. Simply take the time to step back and observe the version of yourself you are projecting into the digital sector – do you like what you see? Will future employers or coworkers like what they see?

Not having a digital footprint may be just as detrimental to your future success as it implies that you are not connected or interested in the world around you, so do not delete all of your accounts as a solution.

Have a plan for yourself when approaching social media. Will it be exclusively personal, professional or both? Decide for yourself and base it on your comfort level and then manage your accounts accordingly. Below are some tips. In the end, it is your responsibility to understand and manage the privacy settings for the social networks you adopt.

LinkedIn
This is a great social networking resource for the professional sector. A strategy that is becoming more common is to use Facebook for personal relationships and LinkedIn for professional relationships and networking.
**Facebook**
The privacy settings can be ambiguous and are ever-changing. Take the time to understand how these settings work. Log out of Facebook and view your profile from an outsider’s perspective. Within the privacy settings section of Facebook you are also able to view your profile as other users and see it as they would.

One privacy setting on Facebook to be careful of is the “Friends of Friends” category – where posts and photos are visible to people who may not be your friend, but anyone who is a friend of your friends. The broader your social network, the larger this pool of people gets.

**Google+**
Google+ has done an excellent job of incorporating privacy settings from the start through their “Circles” concept. This allows the user to clearly and easily push information to specific groups of people. It is worth checking out and seeing if it will work for you.

**Twitter**
Are your tweets protected? What are you saying? Should they be? They may not be protected and may not need to be, Twitter is a great way to stay connected to any industry. Keep in mind that if they are not protected, your tweets will be indexed and easily discoverable.

Some users use Twitter from a passive standpoint, they set up an account and do not tweet themselves but simply follow people or organizations they are interested in. This can be a great way to stay connected to your industry without making yourself vulnerable.

Social media is great, be aware of what is out there and how it may shape an outsiders perception of you. Use the resources wisely and to your benefit!
Section 8

College and Career Success Course Resources
SECTION I: COURSE IDENTIFICATION

COURSE TITLE: College Transitions and Work Readiness
COURSE DESCRIPTION: This class will focus on increasing student aptitude and success in the areas of both college and employment through explicit instruction in strategy usage as well as practice in cognitive functioning and problem solving skills through the Core Skills Mastery program. The class will also allow students to prepare to plan for college and employment through inventories, assessments, assignments and classroom discussions.
CREDITS/CONTACT HOURS:
Not for Credit
Hours are 11 hours per week plus Core Skills Mastery contact hours at a minimum of 40 for completion.
TIME/DAY(S)/LOCATION:
Mondays and Fridays from 9:00-2:30
North Quad: Building 901 room 204
INSTRUCTOR: Zoe Reese and Josh Evans
TELEPHONE: 303-340-7576
OFFICE HOURS: Tues-Thurs 9-12 and 1-4 Room 200

SECTION II: COURSE GOALS, STUDENT OUTCOMES, COURSE OUTLINE

COLLEGE WIDE INSTRUCTIONAL GOALS
The Instructional Unit has identified the following lifelong/workplace skills that are the foundation for your course of study at CCA: Communication, Critical inquiry, Intra/Interpersonal Responsibility, Quantitative Reasoning, Technology, and Aesthetic Perception. This course will focus on all of these skills as they relate to the study of the subject of college and employment preparation.

GENERAL LEARNING OUTCOMES OF THE COMMUNITY COLLEGE OF AURORA:
At the completion of this course successful students will have shown through in-class work and specific course assignments the ability to pursue and retain knowledge, comprehend the various significant levels of acquired knowledge (analyzing and identifying their various components), evaluate the significance of that knowledge, synthesize ideas from multiple sources, and apply what is learned to work and life situations.

SPECIFIC COURSE OUTCOMES:
Students will...
- Increase strategies in reading comprehension, the writing process, and mathematics
- Creation of long and short term goals for college and employment
- Ability to self-advocate/self-determine
- Have increased understanding and comfort with college and its systems
- Increase ability to communicate effectively, problem solve, and work in group settings
- Complete a full ICAP
• Complete all steps in financial aid and other pre-college processes
• Complete work readiness and career assessments
• Take the ACCUPLACER

TOPICAL OUTLINE:

**Mondays:**
9:00-9:30 Discussion and Weekly Formative Assessment
9:30-11:30 CSM with Explicit Instruction in Strategy Use
11:30-12:00
12:00-1:00 Lunch and College Navigation Group Discussion
1:00-2:30 College and Career Lesson

**Fridays:**
9:00-9:30 Opening/Write to Learn Activity
9:30-11:00 CSM with Explicit Instruction in Strategy Use
11:00-12:00 Reading/Writing Strategy Instruction and Practice
12:00-1:00 Lunch Break
1:00-2:00 Math Strategy Instruction and Practice
2:00-2:30 Discussion and Weekly Summative Assessment

SECTION III: EVALUATION PROCEDURES

OVERALL STRATEGIES: This course will cover highly diverse selected materials. Student progress may be evaluated through a combination of activities such as group projects, quizzes, handouts, papers, service projects, attendance, tests, and participation. Each student will be responsible for all assignments required whether listed in the syllabus or handed out during a class period without prior notice. Timely completion of assignments, prompt attendance, participation in class activities, and discussions, and the tested ability to apply learned knowledge to common-life experiences will weigh toward the grade.

CLASS POLICIES: In addition to the obvious responsibility of meeting the requirements of this course by completing assignments and assessments, each student also is responsible for reasonable participation in course discussions. Students are required to ask questions, seek clarification of issues, and report factual or conceptual errors in class materials to the instructor. Students who have difficulties in understanding activity instructions or other procedures should seek clarification. Confusion about instructions is not a sufficient or acceptable excuse for failing an activity or other assessment.

ATTENDANCE: Attendance will be taken. With only 16 total meetings in the class an exemplary attendance record is not only mandatory but imperative. If you are to miss any classes communicate this to your instructor immediately to discuss solutions.

CONDUCT: Students are expected to be respectful and civil at all times. No rudeness, foul language, crude humor or any form of disrespectful behavior will be tolerated.

GRADING / EVALUATION: Students will be evaluated and graded according to class attendance, class participation, CSM use, assessments, activities, quizzes, and tests. For a more detailed understanding of grading and student expectations see the grading rubrics at the end of the syllabus.

GRADING CRITERIA:
1) Each student’s grade will be determined from the following scale:
Points and Grade
A: 18-20 Points
B: 14-17 Points
C: 10-13 Points
D: 5-9 Points
F: 0-4 Points
Please note that the grading scheme may be different from your other classes. For instance 90 percent is not an A, but a B.

MAKE-UP WORK/LATE WORK: Late tests and activities will not be accepted. There will be absolutely no make-ups of tests. Tests normally have an absolutely strict 1-hour time limit, and are scheduled during a “Window” of opportunity noted on the class schedule. Similarly, late activities will not be accepted. Tests and activities (homework) have deadlines which will be strictly observed. Forgetting to take tests or turn in activities, having computer or printer problems, personal problems and so on—are NOT acceptable excuses.

EXTENUATING CIRCUMSTANCES:
COMPUTER PROBLEMS: Again, your computer or Internet problems are normally not acceptable excuses for missing an assignment deadline. You need to understand how your computer, browser and Internet connection work. Please plan ahead so that if you do have computer problems of any kind you will have time to find a substitute computer or another way of accessing the Internet to complete your assignment on time. However, if the problem is due to my error or a verifiable problem with the computer server that holds the required class material or tests, then I will consider an adjustment.

DROPS POLICY: No test or activity will be dropped from consideration, and all will count in a student’s grade. All are required, and failure to take a test or submit an activity will result in a grade of zero for that assessment. This is a departmental policy and it cannot be changed. In the event of a genuine and documented “Extenuating Circumstance” as defined elsewhere in this document, alternative assignments may be offered as a substitute for missing assignments, depending on the exact situation.

INSTRUCTIONAL POLICY ON ACADEMIC DISHONESTY:
Academic dishonesty includes cheating and plagiarism. Cheating is the unauthorized use of assistance with intent to deceive an instructor or any other individual responsible for evaluating a student’s work. Note the following examples:
- Submission of any materials not prepared by students but presented as their own.
- The unauthorized possession and/or use of notes, books, or the soliciting of assistance from another student during an examination.
- Illegitimate possession or disposition of examination or test materials and/or answer keys to tests and examinations.

Plagiarism refers to the use of another person’s work without giving proper credit to that person. A student must give proper credit through the use of appropriate citation format when (a) copying verbatim another person’s work (i.e., words, phrases, sentences, or entire passages); (b) paraphrasing another person’s work (i.e., borrowing but rewording that person’s facts, opinions, or ideas); and (c) summarizing another’s work (i.e., use of one’s own words to condense longer passages into a sentence or two).

CONSEQUENCES OF ACADEMIC DISHONESTY:
When dishonesty is evident, the following minimum sanctions will be applied:
**First offense:** The student will receive an “F” or “Zero” as the grade for the assignment. In addition, the first incident may result in the loss of testing privileges in the Learning Resource Center for the current and next semester in which the student is enrolled in the college.

**Second offense:** The student may receive an “F” for the course and may be expelled from the class. A second offense may also result in permanent loss of testing privileges in the Learning Resource Center.

**Third offense:** The student may receive an “F” for the course and may be expelled from the college.

**ACCOMMODATIONS:** CCA will provide reasonable accommodations to qualified students with disabilities on a case-by-case basis. To request an accommodation, complete the [Needs Assessment](https://www.ccaurora.edu/accessibility) and provide documentation of disability. Online forms are available at [www.ccaurora.edu/accessibility](http://www.ccaurora.edu/accessibility). If you need assistance completing the forms, or would like to meet with a staff member, please contact the Accessibility Services Office (ASO) for an appointment. The ASO is located in the Learning Resource Center (LRC) in the Student Centre building at the CentreTech campus, in Room S-202A. Arrangements may also be made at the Lowry Campus. You may contact the ASO at 303.340.7548 Voice, 303.361.7395 Voice/VideoPhone, 303.340.7533 FAX, or e-mail: ASO.CCA@ccaurora.edu. Additional information can be viewed at: [www.ccaurora.edu/accessibility](http://www.ccaurora.edu/accessibility).

**E-MAIL:** Joshua.evans@ccaurora.edu

**EMERGENCY PROCEDURES:** Information on how to respond during an emergency at CCA and an evacuation map are posted in each classroom. Please review this information. During an emergency or when an emergency alarm sounds, uniformed security officers or safety wardens will provide instructions which must be followed.

**SECTION IV: TENTATIVE COURSE SCHEDULE:**
The Instructor reserves the right to change the daily teaching schedule to facilitate learning, understanding, and critical thinking.

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<td>2/24</td>
<td>Introductory Assessment</td>
<td>Accuplacer and ICAP meetings, Formative Assessments</td>
</tr>
<tr>
<td>2/27</td>
<td>Responsibility and Choice</td>
<td>Victim vs. Creator, Expectations, Responsibility and Choice Activities</td>
</tr>
<tr>
<td>3/2</td>
<td>Explicit Strategy Instruction</td>
<td>CSM &amp; Heuristic Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson: Reading Comprehension Strategies</td>
</tr>
<tr>
<td>3/5</td>
<td>Self-Determination</td>
<td>Creator/Victim, Wise Choices, Barriers and Solutions, ICAP</td>
</tr>
<tr>
<td>3/9</td>
<td>Explicit Strategy Instruction</td>
<td>CSM &amp; Heuristic Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson: Mathematics Strategies</td>
</tr>
<tr>
<td>3/12</td>
<td>Self-Esteem and Self-Management</td>
<td>Irrational Beliefs, Thought Cards, ICAP</td>
</tr>
<tr>
<td>3/16</td>
<td>Explicit Strategy Instruction</td>
<td>CSM &amp; Heuristic Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson: The Essay: Local Issues and Strategies</td>
</tr>
<tr>
<td>3/19</td>
<td>Career Planning and Preparation</td>
<td>ICAP, College in Colorado and O Net Assessments and Career Discussions</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3/26</td>
<td>Life Planning and Preparation</td>
<td>ICAP one-on-one and Personal Affirmation Statement Creation.</td>
</tr>
<tr>
<td>4/2</td>
<td>Motivation, Management, and Discipline</td>
<td>Self-motivation, self-discipline, 24 hour calendar</td>
</tr>
<tr>
<td>4/6</td>
<td>Explicit Strategy Instruction</td>
<td>CSM &amp; Heuristic Strategy Lesson: Self-Determination, Empowerment, and Self-Discovery</td>
</tr>
<tr>
<td>4/9</td>
<td>Self-Discovery and Learning Styles</td>
<td>Emotional Intelligence Assessment, Self-Assessment, Scripts and self-sabotage</td>
</tr>
<tr>
<td>4/13</td>
<td>Summative Assessments</td>
<td>Accuplacer Celebration and Group Presentations</td>
</tr>
</tbody>
</table>

Grading Rubric 2012: College Transitions

<table>
<thead>
<tr>
<th>Categories</th>
<th>Failing</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Missing 4 or more classes or demonstrates consistent tardiness. Constant class interruptions such as cell phone, Facebook, etc...</td>
<td>Missing 3 or less classes and/or demonstrates consistent tardiness. Constant class interruptions such as cell phone, Facebook, etc...</td>
<td>Missing 2 or less classes or demonstrates some tardiness. Engaged and involved in all classroom activities</td>
<td>Missing 2 or less classes or demonstrates little tardiness. Engaged and involved in all classroom activities. Demonstrates initiative and excellent communication skills</td>
<td>Missing 1 or less classes and demonstrates no tardiness. Engaged and involved in all classroom activities. Demonstrates initiative, excellent communication skills and leadership</td>
</tr>
<tr>
<td>CSM &amp; Strategy Learning</td>
<td>No effort 10-19 hours</td>
<td>Little effort 20-29 hours</td>
<td>Effort is sustained but deficient in some areas 30-39 hours</td>
<td>Effort is sustained and focused 40-50 hours</td>
<td>Effort is sustained at a high level. More than 50 hours</td>
</tr>
<tr>
<td>Career &amp; Life Planning</td>
<td>No planning demonstrated little to no effort in all aspects of category</td>
<td>Some planning demonstrated but not specific or helpful to student</td>
<td>Student engaged in planning process some areas not fully developed</td>
<td>Student engaged in process planning is fully developed</td>
<td>Student engaged fully in process high levels of personal insight and planning</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Student shows no awareness of deficiencies in responsibility, commitment</td>
<td>Student shows awareness of unfocused responsibility, commitment, or follow</td>
<td>Student shows awareness of existing deficiencies in self-determination</td>
<td>Student shows insight into existing deficiencies in self-determination and can detail</td>
<td>Student shows insight into existing deficiencies in self-determination and is actively</td>
</tr>
<tr>
<td>Tests, Assessments, and Quizzes</td>
<td>or follow through</td>
<td>through but does nothing to correct behavior</td>
<td>and working to change behaviors</td>
<td>steps to change behaviors</td>
<td>demonstrating a change in behavior</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>No goals are created</td>
<td>No goals are created</td>
<td>Goals created but not developed or planned</td>
<td>Goals and a plan created, developed, and implemented</td>
<td>Goals and a plan created, developed, and implemented in great detail</td>
<td>HIGHLY MOTIVATED!</td>
</tr>
<tr>
<td>Student does not take or complete over 80% of all types of assessments</td>
<td>Student does not take or complete over 70% of all types of assessments</td>
<td>Student engages in over 80% of all types of assessments and uses information to create goals and plan</td>
<td>Student engages in over 90% of all types of assessments and uses information to create goals and plan</td>
<td>Student engages in over 90% of all types of assessments and uses information to create detailed goals and plan</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
AAA 101- College Experience Class (1 credit)
Connecting Students to College Success and Careers

Creating a Learning Environment
- Introduce activities that help students get to know each other
- Arrange the room environment to create inclusion
- Create a rapport with students
- Spend time each week checking in
- Create activities that will allow the class to work together

Student Identity
- Development of college identity
- Campus tour
- Discovery of resources, programs and departments that help promote student success

How to be a Successful Student
- Strategies for managing time, stress, and wellness
- Academic strategies
- Etiquette for education
- Applying for and understanding financial aid processes

Who am I?
- Values - helping students discover their core set of personal values is an essential first step to the type of self awareness that goes along with choosing a career and creating a successful career plan.

Self Awareness Leads to Career Exploration
- A student can begin exploring careers once they know what work environment is most compatible with their interests and personality.
  - Holland’s theory of career choice - Six types of occupational interests (RIASEC)

What are my SMART Goals?
- Academic goal setting integrated into the curriculum through the Career Decision Project
- Integration of goals with all aspects of individual (family, career, spiritual, educational, social, etc.)

Career Decision Project
- Students learn about their chosen career in depth (salary, job outlook, skills, education, etc.).
- Information put together in a PowerPoint presentation
  - Students learn new computer skills
  - Interaction with peers through peer grading
  - Opportunity to teach and inform peers

The Advisor Meeting
- Students meet with an Academic Advisor to learn more about the classes that will prepare them for their chosen career path.
- Students meet with Academic Advisors to ask questions about a specific job and degree plan.
- Students connect to an advisor to create an academic educational plan.
- Students now have a tangible plan for their education, making it more real for them.
- Students come back to register every semester.

Successful Students
- Have educational, career, and life goals;
- Feel connected to their college community; and
- Know what their resources are and how to use them: advisors, financial aid, support groups.
Course information
Course Prefix, Number and Section: AAA 101 403
Classroom Location: South Classroom 217
Day: Monday & Wednesday, 5:00 pm – 6:15 pm
Start Date: Wednesday, January 18, 2012
Census Date: January 23, 2012
Last day to drop the class and receive a refund
Withdraw Date: February 13, 2012
Last day to withdraw from class and receive a grade of "W"
End Date: Wednesday, February 15, 2012

Instructor information
Instructor Name: Rosalinda Martinez
Telephone: 303-352-3355
Email: Rosalinda.martinez@ccd.edu
Office Location: South Classroom 312J
Office Hours: Wednesday, 4:30 pm -5:00 pm

Course Description
This course is an orientation course to welcome you to college
This course will provide an awareness of campus resources and procedures, set academic and
career goals, balance lifestyle/ wellness issues with academic commitments, and develop an
appreciation for diversity and community involvement.

Course Objectives
A. Become active participants in the college community and transition successfully into college.
B. Learn educational etiquette and utilize strategies to improve academic success.
C. Locate learner support programs and identify the services offered and how to access them.
D. Understand and follow college policies and procedures outlined in college catalog, course
schedule, and student code of conduct.
E. Identify degree and certificate programs, select appropriate course offerings and times,
determine prerequisites and co-requisites, identify important dates and deadlines, and utilize
online student services.
F. Identify areas of academic interest and career goals to make an educational plan.
G. Demonstrate strategies for managing time, wellness, finance, and life roles.
H. Demonstrate understanding of the value of diversity and community building.

CCD Policies and Procedures
Student Conduct: Admission to the Community College of Denver implies that you agree to
respect the rights of others and observe moral and civil laws. Interference with the normal
processes of education in the classroom or elsewhere on the campus will be regarded as
unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct
is at this web site: http://www.ccd.edu/assets/Students/doc/Student%20Rights_Respon.doc

ADA: Students with a documented disability who need reasonable accommodations to achieve
course objectives should notify the instructor and apply for services at the Center for Persons
with Disabilities within the first week of classes. More information is available at

Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the
responsibility of the student to request, if needed, the assignment of an incomplete grade. The
instructor’s decision to authorize or not authorize an incomplete grade is final. The student must
have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

**Attendance Policy**

3 absences result in one lower letter grade, 4 or more absences will result in an F for the course.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assignment Weight**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>9</td>
</tr>
<tr>
<td>Journal Entries (Attendance)</td>
<td>18</td>
</tr>
<tr>
<td>Tracking Time Worksheet</td>
<td>6</td>
</tr>
<tr>
<td>What is Success</td>
<td>6</td>
</tr>
<tr>
<td>What Do You Think of College Essay?</td>
<td>6</td>
</tr>
<tr>
<td>Vision Board</td>
<td>20</td>
</tr>
<tr>
<td>Advisor Meeting Form &amp; Education Plan</td>
<td>20</td>
</tr>
<tr>
<td>CCD Scholarship Essay</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Possible Points**

100

**Late Work**

No late work will be accepted

**Cheating and Plagiarism**

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers.
Additional Resources

Integrating Career Awareness into the ABE & ESOL Classroom
Oesch, Martha & Bower, Carol
National College Transition Network (NCTN);
System for Adult Basic Education Support (SABES)
http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_14

On Course, Skip Downing
Wadsworth Cengage Learning

Becoming a Master Student, Dave Ellis
Cengage Learning

From Master Student to Master Employee, Dave Ellis
Cengage Learning

The Success Manual for Adult College Students, Mike Doolin
Booklocker.com

60 Seconds and You’re Hired, Robin Ryan
Penguin Books

Getting Ahead in a Just-Gettin'-By World, Phillip E. Devol
Aaha! Process, Inc

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School
Pear Press

Bridges out of Poverty
http://www.bridgesoutofpoverty.com/
Section 9

Professional Development
CCNI Professional Development Plan

In order to rapidly develop a comprehensive understanding of the role of the navigator, significant professional development was built into the College and Career Navigation Initiative. CCNI navigators received formal training on the topics listed in the table below, and webinar-based opportunities provided by some of the sponsors were extended to workforce center staff and student services professionals nationally as well. Professional development was coordinated by the CCNI project manager, in conjunction with the Career and Technical Education Career Guidance Counselor at the Colorado Community College System.

Following the PD table below are two useful forms to help plan and disseminate professional development opportunities: a “Navigator Needs Assessment,” to determine the training needed and requested by navigators, and a “Professional Development Information Sharing” form, helpful for dissemination.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 23, 2011</td>
<td>NJC Navigator -The Role of the College and Career Navigator</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>March 2, 2011</td>
<td>Comprehensive Career Guidance: The ins and outs of CTE Postsecondary Plans of Study and how they can help shape the Individual Career and Academic Plan (ICAP) process</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>Mar. 2, 2011</td>
<td>CCA Navigator - The Role of the College and Career Navigator</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>Mar. 4, 2011</td>
<td>Tips, Tricks and Tools: Utilizing the basics of CollegeInColorado.org for serving the adult in transition</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>March 2011</td>
<td>NJC Navigator - Job shadowing with navigator at MCC</td>
<td>Morgan Community College</td>
</tr>
<tr>
<td>Mar. 3, 2011</td>
<td>Workforce Investment Act (WIA) Overview</td>
<td>Colorado Department of Labor and Employment</td>
</tr>
<tr>
<td>Mar. 7, 2011</td>
<td>Education Cents – Online Financial Literacy Program</td>
<td>Colorado Department of Higher Education</td>
</tr>
<tr>
<td>Mar. 15, 2011</td>
<td>Comprehensive Career Guidance: The Ins and Outs of CTE Postsecondary Plans of Study</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>March 17, 2011</td>
<td>Financial Aid 101 A review of: the COF, the Cost of Attendance; types of financial aid available; how to apply; and the awarding process</td>
<td>Colorado Department of Higher Education</td>
</tr>
<tr>
<td>Mar. 23, 2011</td>
<td>Non-Traditional Career Pathways: Understanding gender bias in career guidance and its connection to high demand careers</td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>June 2011</td>
<td>CCA Navigator - Job shadowing with navigator at CCD</td>
<td>Community College of Denver</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Organizer</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Mar. 25, 2011</td>
<td>CIC Pre-Collegiate Conference</td>
<td>Colorado Department of Higher Education</td>
</tr>
<tr>
<td>March 2011</td>
<td>Workforce Center Policies and Procedures, Connecting Colorado, Employability Skills Workshops, WIA, CareerReady Certificate, etc.</td>
<td>Sterling Workforce Center</td>
</tr>
</tbody>
</table>
| April 7, 2011 | Financial Aid – FAFSA Overview  
An overview of: the different sections of the FAFSA; specific/important data fields; most common errors; new changes for 2011-12; special populations sections; and the PIN application process | Colorado Department of Higher Education       |
| April 13, 2011 | Financial Aid – Student Loans  
Types of education loans; repayment options; consequences of default; and overview of the debt management SLOPE calculator | Colorado Department of Higher Education       |
| April 20, 2011 | Comprehensive Career Guidance 2.0: The Next Steps in Career and Academic Planning | Colorado Community College System             |
| April 21, 2011 | Financial Aid – Special Populations  
Financial aid and FAFSA implications for unaccompanied homeless youth, undocumented students, and students with special circumstances | Colorado Department of Higher Education       |
| Sept. 30, 2011 | Business and Industry Tours                                                       | Colorado Community College System - CTE       |
| Oct. 9, 2011 | 2011 Colorado ACT State Organization Conference                                  | ACT                                           |
| Oct. 20, 2011 | ICAP ReCap: What Do We Need, and What Are Our Successes?                         | Colorado Community College System             |
| Oct. 26, 2011 | Using CollegeInColorado with Students with Disabilities                         | Colorado Department of Higher Education       |
| June 16, 2011 | CCNI Full Staff Meeting                                                           | Colorado Community College System             |
| Oct. 21-22, 2011 | Rendezvous 2011 State Conference  
Colorado Adult Education Professional Association | Colorado Adult Education Professional Association |
| Nov. 29, 2011 | CCNI Full Staff Meeting                                                           | Colorado Community College System             |
| January 2012 | LMI Gateway Online Course  
https://www.e-colorado.org/File.aspx?ID=53416                                    | Colorado Department of Labor and Employment    |
<p>| March 27, 2012 | Successful Transition for Adults with Special Needs Webinar                       | National Association for Adults with Special Learning Needs |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30, 2012</td>
<td><strong>College in Colorado PreCollegiate Conference</strong></td>
<td>Colorado Department of Higher Education</td>
</tr>
<tr>
<td>April 9, 2012</td>
<td><strong>Interpreting Interest Inventories</strong></td>
<td>Colorado Community College System</td>
</tr>
<tr>
<td>April 10-13, 2012</td>
<td><strong>COABE Conference</strong></td>
<td>Commission on Adult Basic Education</td>
</tr>
</tbody>
</table>
## Navigator Training Needs Assessment

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>How familiar do you feel you are with the following:</th>
<th>Not familiar/ need training</th>
<th>Somewhat familiar/ training would be beneficial</th>
<th>Very familiar/ have provided training on this topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruiting strategies for high risk populations</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Aspects of educational case management:</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. one-on-one counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. frequent student progress monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. success barrier awareness and mitigation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. strategies to develop self-advocacy and confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. recognizing underlying, serious personal issues (legal/health/criminal, etc.)</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. community resources that support adult students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Campus resources - library, testing service, printing/copying, etc.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. College enrollment processes:</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. course scheduling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. registration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. CCCS Banner Student Tracking System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. census dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Drop/Add/Withdraw/Incomplete class details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Financial aid elements:</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. applying for the FAFSA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. awareness and access to scholarships and grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. imparting knowledge about student loans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Financial aid resources:
   a. financial aid advisors
   b. *College in Colorado* (CIC) financial aid planning tool
   c. *Educational Cents* financial planning tool
   d. FAFSA Forecaster
   e. SLOPE Calculator
   f. CIC Financial Aid Award Estimator
   g. College Access Grant tools

7. Advising elements:
   a. use of and interpretation of the ACCUPLACER assessment
   b. Career Pathways and the Colorado Career Cluster Model
   c. Plans of Study (POS)
   d. Individual Career and Academic Plans (ICAPs)
   e. dual enrollment options
   f. student support services (ADA, tutors, mentors, etc.)

8. Comprehensive career guidance models:
   a. interpreting career interest surveys with an unbiased approach
   b. facilitating development of cover letters/resumes/interviewing, etc.
   c. facilitating labor market research strategies
   d. *College in Colorado* (CIC) ed/career planning tools

9. Motivation-building strategies:
   a. teambuilding activities
   b. developing learning communities
   c. positive problem solving strategies

10. Goal-setting strategies:
    a. SMART goals
11. **Financial literacy:**
   - **a.** concepts
   - **b.** programs/curricula
   - **c.** Education Cents program

12. **Adult Education:**
   - **a.** program areas: ABE/ASE, GED, ESL
   - **b.** instructional theories
   - **c.** programs/curricula
   - **d.** WIA funding/policy

13. **Workforce center resources:**
   - **c.** WIA policies and support
   - **d.** employability Skill Development workshops
   - **e.** employment placement processes
Professional Development
Information Sharing and Planning

Professional Development Opportunity:

Workshop/session Name:
Date:
Venue/Location:

Background:

Key Points of Value:

Application to local program:

Implementation probability:

Implementation strategy/ies:

References:
Section 10

Data Collection and Analysis Instruments
Dear Student/Client,

As a student or client in the College and Career Navigation Initiative, you are invited to participate in a research project that is being conducted by the Colorado Community College System. This project is funded by a Workforce Investment Act Incentive Grant. The purpose is to study strategies for assisting workforce clients and out-of-school youth and adults in preparing for college and careers.

The research project begins January 15, 2011 and concludes June 15, 2012. By participating you will help us to gain a greater understanding of how to serve students and clients who want to go to college and develop a career. There is no risk to you. Your participation is voluntary, and you may withdraw at any time without negative consequences.

Your participation in the research will entail responding to questions through surveys and interviews, as well as utilizing your data maintained in the Connecting Colorado database at the workforce center and your data in the College in Colorado database. All student information obtained from this research study will be kept confidential. Any information released to the general public (for example, statistical tables) will be designed so that there is no possibility of identifying specific individuals. The data will be used only for research purposes and will not be disclosed or used in identifiable form for any other purpose.

I understand that the purpose of the release of my personally identifiable information is to assist in obtaining and reporting information regarding the preparation of students and clients for college and careers.

I understand that the Colorado Department of Labor and Employment and College in Colorado may share my information with the Colorado Community College System.

I understand that the analysis will contain information and statistics about the post-secondary education of students in Colorado, and that no specific or personal information about me will appear in any report.

I am 18 years of age or older and I agree to participate in the study.

Name (print) ___________________ Date ___________________

Signature ____________________

This disclosure statement fulfills the requirement of 34 CFR 99.32(a)(6) pursuant to the Family Educational Rights and Privacy Act of 2974 [20 United States Code 1232g]. For questions or concerns regarding this study, please contact Kendra Rodriguez, College and Career Navigation Initiative Project Manager, 720-858-2787, or the Colorado Community College System Institutional Review Board, Office of the Provost, at 720-858-2759.
**Intake Form**

<table>
<thead>
<tr>
<th>Name</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Phone #</th>
<th>Secondary Phone #</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Date of Birth</th>
<th>Marital Status:</th>
<th>No. of Dependents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td>Married_____</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Single_____</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you a US Veteran?</th>
<th>Yes____</th>
<th>No____</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, are you eligible for Veteran’s benefits?</td>
<td>Yes____</td>
<td>No____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is English your native or dominant language?</th>
<th>Yes____</th>
<th>No____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are you the first person in your immediate family to attend college?</th>
<th>Yes____</th>
<th>No____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is your employment status?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed – full-time</td>
</tr>
<tr>
<td>Employed – part-time</td>
</tr>
<tr>
<td>Unemployed – seeking employment</td>
</tr>
<tr>
<td>Unemployed – not seeking employment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your highest level of education at this time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some high school–not attending</td>
</tr>
<tr>
<td>High School–in progress</td>
</tr>
<tr>
<td>High School Diploma</td>
</tr>
<tr>
<td>GED in progress</td>
</tr>
<tr>
<td>GED Diploma</td>
</tr>
<tr>
<td>Some Dev. Ed.</td>
</tr>
<tr>
<td>Some College-level</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date last attended or received diploma/certificate/degree</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your intent for college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore courses to decide</td>
</tr>
<tr>
<td>Improve skills for present job</td>
</tr>
<tr>
<td>Personal interest/self improvement</td>
</tr>
<tr>
<td>Prepare to change career</td>
</tr>
<tr>
<td>Prepare to enter job market</td>
</tr>
<tr>
<td>Improve academic skills for college</td>
</tr>
<tr>
<td>Transfer to 4 year college/university</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your educational goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
</tr>
<tr>
<td>Associate’s Degree</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
</tr>
<tr>
<td>Master’s Degree</td>
</tr>
<tr>
<td>No credential</td>
</tr>
<tr>
<td>Uncertain</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

111
What is your immediate career goal? ___________________________________ _____ Uncertain

Occupation/Career

Do you intend to pursue a career beyond this goal? _____ Yes _____ No _____ Uncertain

If yes, what would you like to pursue? _____________________________________________________________

Occupation/Career

Have you ever applied to a college? _____ Yes _____ No

If yes, what college/s have you applied to? ________________________________________________________

Have you ever applied for financial aid? _____ Yes _____ No

If yes, have you been awarded? _____ Yes _____ No

Have you applied for COF (College Opportunity Fund)? _____ Yes _____ No

Optional - Are you involved in any of the following public assistance programs?

_____ None _____ TANF _____ Medicaid

_____ Social Security _____ Unemployment _____ Food stamps

_____ Other

Support Services

While you participate in the College and Career Navigation Initiative, an advisor or “Navigator” is available to support you on a one-on-one, confidential basis.

If you would like assistance, please check any of the areas of support below that you would like help with. If a support area is not listed, please check “other” and fill in the type of assistance that would be helpful to you.

_____ Childcare _____ Learning Disability _____ Tutoring/Mentoring

_____ Transportation _____ Physical Disability _____ Other ___________

_____ Financial Aid _____ Other Medical _____ Other ___________

_____ Employment _____ Career Counseling _____ Other ___________

_____ Housing _____ Personal Counseling _____ Other ___________

What do you hope to gain from this program?

Thank you for providing information about yourself.
Quarterly Report
Community College Site Coordinator

Community College:
Quarter Ending:
Report Date:

Please provide responses for the following aspects of your Navigator program.

Progress to Date:

Obstacles/Barriers to Program Implementation:

Successes:

Policy Issues Related to Successes or Challenges:

Comments, Questions, and Requests for Technical Assistance:

**In-Kind Contributions**
Please check any in-kind contributions related to implementation and support for your College Connection program. Provide specific descriptions if necessary, and give estimated values if possible.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Workspace</td>
<td></td>
</tr>
<tr>
<td>Other Facilities</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Supplies/Materials</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
CCNI Monthly Navigator Report
(Due 2 weeks after the end of the reporting month)

Navigator: 
College: 
Date: 
WF Center: 

Please provide information on the following:

1) Program Implementation Challenges (Systemic, Process, and/or Policy):

2) Program Implementation Successes (Systemic, Process, and/or Policy):

3) College and Career Counseling Challenges:
   - Recruiting:
   - Support Services:
   - Plans of Study:
   - CTE Programs:
   - Other:

4) College and Career Counseling Promising Practices:
   - Recruiting:
   - Support Services:
   - Plans of Study:
   - CTE Programs:
   - Other:

5) Postsecondary ICAPs:
   - Template:
   - Student/Client Response:
   - Storage (flash drives, student computer, navigator computer):

6) Professional Development:
   - Application to Real Work:
   - Training Needs/Requests:

7) Lessons Learned:

8) Resources for Dissemination:

9) Future Planning:

10) No. of ICAPs initiated:

11) Other (advice, suggestions, wish list, etc.)
CCNI Internal Analysis

Qualitative Research - Staff Interview Questions

What have been the most significant challenges to implementing the CCNI model?

How do you feel this program benefits your institution?

What do you consider promising practices in this program?

Please discuss lessons learned related to project implementation and program/services.

To what degree has CCNI built your college’s/workforce center’s capacity to transition students/clients into postsecondary programs?

How do you feel this program benefits students/clients?

Please describe the challenges this student population has for transitioning into postsecondary education?

How are the challenges similar or different for workforce center clients?

Have the professional development opportunities provided by this grant been beneficial? If so, which opportunities were most helpful? Which were least helpful? What professional development opportunities would you add/change for future navigator programs?

If able to continue the program, what specific services, tools, resources, and/or processes would you continue to utilize?

Would you recommend this advising model for future programs? If so, please discuss recommendations for improvement.

Student Focus Group Questions

How has working with your college and career navigator benefited you? Has she helped you in the transition into college?

What were some effective services, tools, resources, and/or processes that benefitted you the most? Which would you recommend to use with other students?

Do you still use any of the tools that you were introduced to through this program? Do you anticipate continuing to use any of them?

Have the relationships you have developed with college staff, workforce center staff, and/or other students in the transition process been beneficial to you?

What are your career and education goals?
What challenges do you see yourself facing as you continue working toward your education and career goals?

Do you feel confident that you can now move forward more independently in pursuing your education and career goals?

Would you recommend working with a College and Career Navigator to others? Why?

Do you have suggestions for improvement for future Navigator services?
College and Career Navigation Initiative

Colorado Community College System
Community College of Aurora
Arapahoe/Douglas Works!
Northeastern Junior College
Sterling Workforce Center

For more information
coloradostateplan.com/NavigationInitiative.htm

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The Workforce Investment Act Performance Incentive Grant
In partnership with the
Colorado Department of Labor and Employment

A Community College of Aurora design project
Concept design and production: James Scott Miller
Instructor: Alex Girard