Accelerating Opportunity

JOBS FOR THE FUTURE

Developed for Accelerating Opportunity by National College Transition Network at World Education, Inc.

Program Administrator Trainer Manual: Building Integrated Pathways through Collaboration

Ellen Hewett

PROGRAM ADMINISTRATOR TRAINER MANUAL

Developed for Accelerating Opportunity by
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TRAINER MANUAL

APPENDED

Training Materials

Trainer Reference Materials

Additional Resources for Trainers

- Collaborative Leadership Self-Assessment Questionnaire
- Dos and Don'ts of Training
- Facilitator Roles and Responsibilities
- Managing Group Work

All of the appended materials, including the collaborative leadership self-assessment tool and power-point slides with handouts are available electronically. Please contact Ellen Hewett at ehewett@worlded.org, if you are interested in these materials.

BACKGROUND

Accelerating Opportunity (AO) seeks to change the way Adult Basic Education (ABE) is delivered by connecting crucial pieces of the puzzle that are preventing lower-skilled adults from entering and completing postsecondary education. By aligning and accelerating ABE and developmental programs and providing nontraditional students the supports they need, integrated career pathway programs enable more low-income adults to complete postsecondary credentials that are of value in the labor market. Local program administrators play an integral role in the building and sustaining of this vision.

The AO model is based on Job for the Future's (JFF) Breaking Through model and the I-BEST model developed by the Washington State Board of Community and Technical Colleges. In the I-BEST model, a basic skills instructor team-teaches with a career and technical education instructor for at least 50 percent of the course. Students also receive comprehensive support services throughout the pathway. At the majority of participating colleges, AO and I-BEST programs are housed in the ABE division. Regardless of where AO fits within the organizational structure of the college, strong coordination between the adult basic education and career technical education departments is needed.

This Trainer Manual was developed for the emerging cadre of trainers selected to help strengthen the skills of both the new and seasoned administrators responsible for the implementation, coordination, and sustainability of integrated career pathway programs. Careful planning, well-defined staff roles, buy-in by both the adult basic education and career technical and education departments, and support from senior leaders are critical to successful implementation and ongoing coordination of this model.

The design of this Manual assumes that trainers are familiar with adult learning theory, best training and teaching practices, and will apply this knowledge to their training effort. Also, trainers need to have a familiarity with and commitment to integrated career pathway programs. The content, activities, tools, and resources of the Manual are grounded in the understanding that effective local leadership requires:

- Collaborating across systems
- Engaging a broad stakeholder base
- Guiding a strategic communication process
- Selecting and training effective team teachers
- Coordinating comprehensive support services
- Identifying and mobilizing resources

TARGET AUDIENCE FOR PROGRAM ADMINISTRATOR TRAINING

The target audience for the training activities outlined in this Manual is the administrator responsible for the on-the-ground implementation and coordination of an interdepartmental career pathway program. A successful program requires a strong collaborative approach to help recruit students; liaise with financial aid and registrar officers; schedule courses; hire and train instructors; manage the collection and reporting of student data; handle registration, advising, and career exploration; provide outreach to community and campus partners and stakeholders; and manage budgets. The AO program administrator is the person responsible for weaving these tasks to deliver an effective program, often without formal authority.

The training content and activities are appropriate for both new and experienced administrators and are based on the following assumptions:

- Rather than dictate a uniform set of procedures, practices, and tools, the training activities establish common foundations and frameworks that participants can apply to their work at any level.
- The training activities provide more experienced administrators a valuable opportunity to step back and reflect on their work and its framing concepts, as well as to share and learn ideas, challenges, resources, and tools among peers.
- A trainer might modify some of the training activities and content, based on the particular audience. Each section of the training begins with a set of Trainer Notes that offer guidance on how the training content and sequence might be modified to accommodate participants' level of experience.
- The focus of the activities is on leadership development. While many administrators may have had prior training or experience with program management (i.e., planning, budgeting, staff supervision, etc.) few likely have had training in leading multifaceted collaborations.

HOW TO USE THIS MANUAL

While this ready-to-use Trainer Manual offers detailed instructions and talking points for delivering this training for program administrators, it is not a script. No matter the length of the training to be delivered, trainers should plan time for advanced preparation, such as reading through the Manual, making personal notes on content and timing, reviewing handouts, etc.

TRAINING FORMAT AND TIMING

The Trainer Manual provides a full day of content delivery and face-to-face learning activities (approximately 7 hours, excluding breaks). However, trainers have the flexibility to break up the training content into multiple sessions, by content, and to modify for presentation via webinar or other virtual platform (e.g., social networking site).

There are suggestions for extended learning activities at the end of this Manual. Typically, participants are asked to try out a resource and report back to the group, or share and demonstrate a favorite tool or resource that they use. These types of activities may be conducted as face-to-face follow up sessions or virtually.

Trainers might also engage participants in developing their own professional development plans (based on a self-assessment tool) or survey participants for follow-up training topics of interest and identify local subject matter experts to present additional sessions on specific topics.

Training activities are designed to actively involve participants in the learning process. Sessions include simulation skills practice, dialogue, role plays, objective knowledge, attitude, and skills checklists.

AT-A-GLANCE TRAINING AGENDA

The At-a-Glance Training Agenda provides a sketch of the sequence and time allotted for training topics for a full day program administrator training. It is a helpful map for delivering the full training and can also be customized to reflect alternative delivery formats, topic sequencing and session timing.

STEP-BY-STEP INSTRUCTIONS FOR TRAINERS

For each topic in the Training Agenda, you will find step-by-step instructions for:
Materials and set-up
Time allocated
Introducing, conducting, and debriefing topics and activities

APPENDED ELECTRONIC FILES

Trainers will have access to electronic versions of the Manual in Word and PDF formats.

Training Slides

A set of Presentation slides has been developed and will be available electronically so that trainers can modify them in any way they choose. The numbered slide prompts are integrated into the step-by step instructions and talking points. If trainers add or remove slides, they should be sure to revise the instructions and numbered slide prompts accordingly.

USING TALKING POINTS TO FACILITATE DISCUSSION

Trainers are encouraged to facilitate a discussion rather than lecture, even in the activities are noted as “presentations”. Discussion prompts and talking points are provided for all the topics and trainers are advised to ask for input and listen for responses that cover the provided talking points. Then refer to the talking points to fill in gaps or to briefly summarize points that have already been made.

Also, trainers need to be judicious with their time and reinforce and bridge back to important points while taking care not to be redundant. If a talking point has been raised already (by the trainer or a participant) then refer back to reinforce it or skip it depending on the importance of the point and the emphasis of the discussion.

TRAINING TIME MANAGEMENT

The total time allotted for an entire topic is provided. There is a lot packed into the training and the trainers must be vigilant about keeping time and moving the discussions along without appearing too rushed. As trainers gain more experience with the training delivery, they will begin to get a sense of the timing, flow, and balance of time needed for each topic, activity, and each group of participants.

Walk around and check in on pairs or small groups during activities to determine how far along they are to confirm when it is time to move on to the debrief. Remind them to stay on task with the limited time provided.

ADVANCE PREPARATION

Trainers will need to make arrangements well in advance of the training date with whatever organization is recruiting participants and hosting the training. Most of the tasks can be done just a day or two in advance or the morning of the training. But check with whomever is responsible for recruiting participants, reserving the room, copying materials, ordering food, etc. about their deadlines for each step of the process.

TRAINING DESCRIPTION AND SAMPLE FLYER

A sample training description and flyer can be found in the electronic files associated with this manual. It can be used to recruit participants to the training. Trainers or training host will need to add the specific details (e.g., date, time, location, registration info, presenter info.)

TRAINER PREPARATION

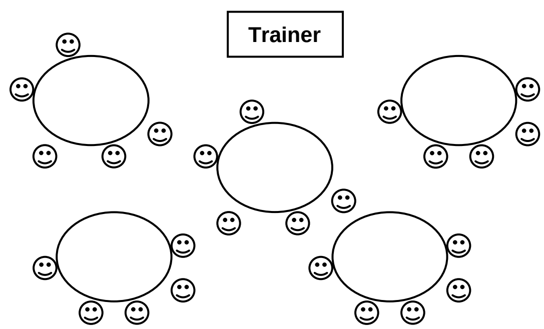
As a part of the planning process, trainers should be familiar with the *Accelerating Opportunity Field Guide* and Job for the Future's (JFF) *The Braided Funding Toolkit*. Another important Accelerating Opportunity resource is the *Accelerating Opportunity Communications Toolkit* available at the AO Virtual Academy/Virtual Resource Library and familiarity with this resource is essential when conducting the *Strategic Communication Process* presentation.

Since the foundation of the training is a collaborative leadership approach, trainers need to understand the difference between management and leadership before conducting the training. For a snap shot description of this difference, read John P. Kotter's blog post in the Harvard Business Review, [Management is (Still) Not Leadership](#).

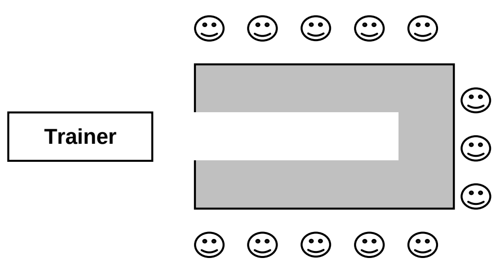
DAY OF TRAINING (OR DAY BEFORE)

ROOM SET UP

Ideally, the room should be set up to accommodate small group work and enable participants to move around and work with different partners and groups. The preferred set up is banquet style so that groups can sit at circular tables together.



If banquet set up is not available, then the next best setup is multiple rectangular tables or long tables where participants can sit on both sides of the table. U-shape setup can work if the group is smaller than 20. This seating arrangement makes it easy for everyone to see and talk to each other. Chairs can be moved inside the "U" to form small groups.



Lecture or classroom style is the least favorable, though as adult educators, trainers and participants will know how to be flexible and make the resources at hand work. Here are some additional tips:

- Have at least one easel and flipchart or white board up front for the trainers to use.
- Materials packets can be laid out on each space in advance to guide participants to the seating arrangements.
- Set aside a table for refreshments, if they will be provided.
- If the room is difficult to find then post some signs at the entrance of the buildings and along the hallways, elevators, etc.

TECHNOLOGY PREPARATION

The training room will need to be equipped with a laptop or computer, projector and screen to project the presentation slides. Trainers need to load the presentation and handouts folders before the training begins and have the welcome slide up on screen as participants arrive. Internet access is not required to conduct this training; however, if readily accessible, it could be useful when touring the *Accelerating Opportunity Field Guide*. Please know that the relevant pages for this tour are available on the presentation slides, if an internet connection is not available.

MATERIALS

A list of materials is provided. Trainers and the host organization will need to coordinate preparation of materials in advance. It is recommended that materials are clipped together in the order outlined in the instructions (the order of use).

It is recommended that name badges or table name cards and markers be provided. Trainers should check with host organization to see if participants need to sign-in to verify their attendance. If so, then add a sign-in sheet to the list of materials and have it ready at the entrance to the training room.

At-a-Glance Full Day Administrator Training Agenda

7 Hours (excluding breaks)

WELCOME AND OVERVIEW = 25 MIN		
Welcome and Introductions	Full Group Presentation	5 min
• Trainer introductions • Housekeeping (lunch, restrooms, refreshments, sign-in sheets) • Review of agenda and learning goals		
Ice Breaker	Full Group Activity	20 min
• Conduct the Commonality Plus Exercise activity		
WHY ACCELERATING OPPORTUNITY? = 30 MIN		
Overview of Accelerating Opportunity	Full Group Presentation & Discussion	20 min
Present: • Labor market data and need for postsecondary credentials • Challenges to persistence and completion • AO elements designed to address challenges		
AO Field Guide Tour	Full Group Presentation & Discussion	10 min
• Query participants to determine level of familiarity • Highlight purpose and content of the Accelerating Opportunity Field Guide • Suggest how to use the guide. Allow for questions and ideas. • Introduce the Getting Started, Implementation and Sustainability, and Tools sections of the Field Guide		
PROGRAM ADMINISTRATOR ROLE = 60 MIN		
Core Responsibilities	Individual, Diad and Small Group Activity	40 min
• Explain effective local leadership of an integrated career pathway requirements • Conduct Refining the Program Administrator's Job Description activity		

QUALITIES, CHALLENGES, AND OPPORTUNITIES	Small Group Activity	20 min

- Develop consensus for areas below through Refining Job Description, and Knowledge, Attitude and Skills (KAS) activities:
  - Program administrator responsibilities
  - Skills, qualities and knowledge needed
  - Challenges, opportunities and resources
- Debrief activities to synthesize lessons
- Introduce need for collaboration to address challenges and build capacity

COLLABORATIVE LEADERSHIP = 85 MIN

KEY PRACTICES AND QUALITIES	Full Group Presentation	35 min

- Define collaborative leadership
- Explain key practices and qualities
- Encourage questions and comments during presentation
- Underscore the differences leadership and management

PRACTICE	Small Group Activity	50 min

- Conduct challenges and solutions case study activity
- Debrief activity
- Introduce Collaborative Leadership Self-Assessment Questionnaire
- Revisit KAS flip chart through a template handout to use for individual personal development plan

BUILDING BROAD STAKEHOLDER ENGAGEMENT = 60 MIN

INTERNAL PARTNERS	Full Group Presentation & Triad Activity	40 min

- Explain the importance of leading a college-based coordination team
- Identify team members
- Guide activity on team formation

EXTERNAL PARTNERSHIPS	Full Group Presentation	20 min

- Explain importance of strategic external partnerships among stakeholders
- Present elements of building effective external partnerships
- Share resources to support participants in this process

STRATEGIC COMMUNICATION PROCESS = 45 MIN		
COMMUNICATIONS PLANNING TOOLS	Full Group Presentation	20 min
• Revisit Accelerating Opportunity Field Guide • Highlight points from Field Guide • Introduce Accelerating Opportunity Communications Toolkit • Highlight resources and significant points from AO Communications Toolkit • Determine what aspects of Communication Toolkit is most useful to program administrators • Emphasize importance of consistent and focused messaging		
PERSUASIVE MESSAGING	Full Group Presentation	25 min
• Explain purpose of a persuasive elevator speech • Describe the process in creating an elevator speech • Distribute Creating an Effective Elevator Speech handout • Conduct the elevator speech activity • Debrief lessons		
SELECTING AND TRAINING TEAM TEACHERS = 30 MIN		
LESSONS FROM I-BEST AND AO	Full Group Presentation & Discussion	30 min
• Promote the team teaching resources like the NCTN self-paced (free) online course—Team Teaching: Models and Practice and the AO Virtual Academy/Virtual Resource Library • Ask those with experiences in selecting and training team teachers their lessons • Present list of lessons from research on this topic to supplement participants responses • Summarize themes from discussion		
COMPREHENSIVE STUDENT SUPPORT = 25 MIN		
IMBEDDED SUPPORTS	Full Group Presentation	25 min
• Define the key elements of a comprehensive student support system • Introduce Promoting Persistence Through Comprehensive Student Supports by JFF and the NCTN self-paced (free) online course, Finding True North—Role of the Navigator • Start to identify steps needed to strengthen supports for students		

IDENTIFYING AND MOBILIZING RESOURCES = 40 MIN		
TOOLS AND RESEARCH	Full Group Presentation	10 min
• Introduce JFF's The Braided Funding Toolkit • Query group for tools and research they recommend • Promote Field Guide		
ASSESSING RESOURCES	SWOT Analysis Activity	30 min
• Conduct SWOT analysis activity • Debrief activity • Articulate next steps		
WRAP-UP, QUESTIONS, EVALUATIONS = 10 MIN		
• Invite final questions and comments • Ask participants to complete the training evaluation form. If evaluation will be sent to them electronically, indicate when they can expect to receive it • Indicate availability for further assistance • Express appreciation and thanks		

Step-by-Step Instructions

WELCOME AND OVERVIEW = 25 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Handout: *Commonality Plus Exercise Handout 1-A*
- ✓ Handout: *Commonality Plus Exercise Handout 1-B*

Welcome & Introductions	Full Group Presentation	5

Introductions *[SLIDE 2]*
Introduce yourself and your role. Determine whether the size of the group allows for individual introductions (not recommended for groups larger than 10).

Housekeeping
Trainers or someone from the host organization needs to tell participants whatever they need to know about the facility:

- Restrooms
- Parking
- Sign-in sheets
- Schedule for breaks and refreshments
- If professional development credits/points are offered, explain the process for obtaining them.

Learning Goals for the Day *[SLIDE 3]*
Outline the learning goals for the day. By the end of this training, participants will be able to:

- Articulate the key elements and management needs of integrated career pathway programs.
- Apply new skills to lead the implementation, coordination and sustainability of integrated career pathway programs.
- Apply the key practices of collaborative leadership.
- Assess skills and develop a plan to strengthen their leadership skills.
- Determine how to best use the Accelerating Opportunity Virtual Academy, Accelerating Opportunity Field Guide and Braided Funding Toolkit resources developed by Jobs for the Future to strengthen their professional practice.

Trainer Notes: *Modify slides for the agenda and learning goals if the full day Training Agenda is changed or modularized. Emphasize that the training is very interactive and hands-on. Participants will be asked to contribute to the discussion and to work in pairs and small groups and move around the room throughout the day.*

Ice Breaker	**Full Group Activity**	**20**

Conducting the Ice Breaker Activity
Distribute and refer to handout *Commonality Plus Exercise*. Explain that the objective is to promote a friendly and informative beginning for this learning community. Further directions follow:

1. Each participant will work in small groups with 5-8 others (depending on size of group and room set up). There are two versions of directions to reflect small group options: Handout 1-A and Handout 1-B.
2. **Handout 1-A** is for participants organized around a table (conference style set up). This assumes there are less than 8 participants at each table. If there are 8 or more, divide the table into two smaller groups.
3. **Handout 1-B** is for when participants are not organized around tables as described in 2. Organize small groups of 5 - 6 by asking participants to form their own group consisting of people who do not know each other well, or as the trainer go ahead and create the groups.
4. Explain that each group only has 10 minutes to learn as much about each other as possible before reporting to the full group.
5. Allow five minutes for each of the small groups to share with the full audience.
6. Allow five minutes to debrief and to synthesize what the full group has in common based on small groups' lists.

WHY ACCELERATING OPPORTUNITY? = 30 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Internet access (optional)

Trainer Notes: *The purpose of this presentation is to introduce the research about the challenges to postsecondary completion and career advancement for academically underprepared adult learners and how the elements of Accelerating Opportunity [or the name of your state's integrated career pathways initiative] are designed to address those needs. The data used is taken directly from the Accelerating Opportunity Field Guide. If you have similar data points, such as labor market data on high growth (and your targeted occupations), wages, and education requirements; performance data on credential completions, student demographics, etc., then replace the national/AO data with your state data.*

The underlying assumption *is that the audience will have received some local orientation to the initiative, and that you are briefly reviewing the elements here so that all administrators are aware of the state and national context of the initiative. However, trainers may decide to spend more time on an overview of the state-based initiative, as needed.*

Overview of Accelerating Opportunity	Full Group Presentation & Discussion	20

Presenting Accelerating Opportunity:

Use the following talking points to highlight **labor market data** *[SLIDE 4]* Training Slides

- Labor market data indicates that the need for postsecondary credentials in order to attain family sustaining wages continues to grow.
- National and [state] labor market data indicates that jobs with family sustaining wages increasingly require some form of postsecondary education and training and an industry-recognized credential, certification.
- Many low-skilled adults lack the basic employability skills, literacy skills, and credentials required to compete for jobs that pay family-sustaining wages.
- Obtaining those skills can take an exceptionally long time, especially when juggling adult responsibilities of work, family and with very limited resources for additional educational expenses, transportation, reduced work hours, etc.

Describe the data on low **educational persistence and completion rates** for low-skilled adult learners, using these talking points. *[SLIDE 5]* Training Slides

- Low persistence and completion rates make it difficult for them to achieve the credentials needed for family economic self-sufficiency.
- Half of the students who enroll in ABE classes drop out before 35 hours or 10 weeks.
- In a longitudinal study of adult learners in Washington state, less than 3 % of the adults who started in adult basic education moved into credit courses and completed a community college associate degree.
- Only 5% percent of GED® earners go on to earn a postsecondary credential or degree.
- Only 62 % of students who enroll in occupational certificate programs earn a credential of any type within six years.
- And only 42% of those enrolling in occupational associate degree programs earn a credential of any type within six years.
- At public community colleges, only 20% of students earn a 2-year credential within 3 years.

Explain that the Accelerating Opportunity **essential elements** were designed to address these issues of persistence and attainment of credentials with labor market value. *[SLIDES 6 and 7]*

Training Slides

- Explicit articulation of two or more educational pathways - career pathways, that begins with Adult Basic Education or ESL and continues to a one-year, college-level certificate and beyond.
- Evidence of strong local demand for the selected pathways - demonstrated by local and regional data to be high demand/high growth occupations.
- Acceleration strategies - such as contextualized learning and the use of hybrid (online and classroom-based) course designs.
- Dual enrollment strategies – such as paired courses, I-BEST, and I-BEST-like approaches.
- Comprehensive academic and personal supports - such as, tutoring, child care, transportation, access to public benefits, subsidized jobs, ideally coordinated by Navigators and other partner organizations.
- Marketable, stackable, credit-bearing certificates and degrees - with an explicit goal of bypassing developmental education and promoting college and career readiness.
- Award of some college-level professional-technical credits - transcripted the quarter or semester in which they are earned.
- Partnerships with Workforce Investment Boards, employers, Career and Technical Education, Adult Basic Education, Community Based Organizations.

Explain that in this training the focus is primarily on the leadership role of the program administrator. It is important that the administrator understands the details of the targeted pathways and occupations within his/her college. This training will help him/her apply the lessons from the training to implement and/or sustain these pathways.

AO Field Guide Tour | **Full Group Presentation & Discussion** | **10**

Trainer Notes: *The purpose of this presentation is to provide an orientation to the Accelerating Opportunity Field Guide and to indicate how it can be used to support their work and their connection with AO state and national leadership. If an internet connection is available, trainers may choose to tour the Field Guide online and not use power point slides 8 through 12 for the tour. The Stakeholder Engagement part in Getting Started and the Financial Planning piece in Implementation and Sustainability part of the Field Guide will be explored later in the training*

***The underlying assumption** is that this orientation will motivate the participants to make use of this guide in their practice. It is expected that participants were asked to review the Accelerating Opportunity Field Guide in preparation for the training and have a basic understanding of its contents.*

Talking Points *[SLIDES 8 and 9]* Training Slides

Explain that the Accelerating Opportunity Field Guide is a resource for any state or college that seeks to connect Adult Basic Education with career/technical pathways. It covers planning, implementation, and sustaining an integrated career pathway program. Clarify that this specific tour focuses on how local program administrators might use this tool in their practice. Encourage participants to explore the Field Guide in the way that works best for them according to where they are in the process in strengthening their integrated career pathway programs. Poll the participants by the raising of hands regarding where they are in the design or implementation process.

***Kicking Off the Planning and Design* phase** *[SLIDE 10]* Training Slides

Ask how many are kicking off the planning and design phase now. Review this section by briefly indicating the topic in the *Getting Started* section on the left side of the menu. Adjust time spent on this page according to poll.

Implementing Integrated Pathways *[SLIDE 11]* Training Slides

Ask how many are in the early stages of implementation. How many have been involved for 2 - 3 years? Review components of implementation listed.

Field Guide Tools *[SLIDE 12]* Training Slides

Indicate the variety and usefulness of the tools available. Ask participants to consider one or two ways that the Field Guide's contents and tools might be or has been useful to them, based on their experience. Remember that the primary purpose of this discussion is to motivate participants to use the Field Guide as a resource. If no ideas emerge, reinforce its usefulness and encourage continued exploration.

In closing, mention that you will be returning to parts of the Field Guide later in the training.

PROGRAM ADMINISTRATOR ROLE = 60 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Easel paper and markers
- ✓ Masking tape (or sticky-backed easel paper)
- ✓ Handout: *Refining the Program Administrator's Job Description*
- ✓ Handout: *Knowledge, Attitudes and Skills (KAS) Template*

Trainer Notes: *This Trainer Manual was developed for trainers to help strengthen the skills of new and seasoned administrators with the on-the-ground daily responsibilities for the implementation, coordination and sustainability of integrated career pathway programs. The objective of this next presentation is to collectively produce a well-defined description of the administrator's role in the development and implementation of these programs. The goal is to arrive at an understanding of the core responsibilities realizing that each position is also shaped by the college and state environment. For example, regardless of where AO fits within the organizational structure of the college, strong coordination between the adult basic education and career technical education departments is needed. This means that a core responsibility of the administrator is to ensure this coordination occurs.*

Once the role is defined through the effective local leadership discussion and the Refining the Program Administrator's Job Description exercise, the next step is for participants to identify the baseline criteria needed to effectively serve in this position through the Knowledge, Attitudes and Skills (KAS) activity. After completing the KAS activity, participants need to review the Program Administrator's job description completed in part one of this training to see if anything needs refinement.

***The underlying assumption** is that the role definition of a program administrator needs to reflect the importance of coordinating and overseeing tasks beyond his/her authority. In addition to listing the more readily defined management tasks (e.g., scheduling, budgeting, supervising, etc.), this presentation aims to define the leadership responsibilities required to work beyond the silos too often defining an administrator's role. The lessons from this activity are to be reinforced in the Collaborative Leadership topic which follows.*

Core Responsibilities	Individual, Diad and Small Group Activity	40

Talking Points
Explain what **effective local leadership** of an integrated career pathway requires through the graphic below. *[SLIDE 13]* Training Slides

Additional tasks include:
- Collaborating across systems
- Engaging a broad stakeholder base
- Guiding a strategic communication process
- Selecting and training effective team teachers
- Coordinating comprehensive support services
- Identifying and mobilizing resources

Ask what else needs to be added to list. Pause and ask if these responsibilities are reflected in their current job description to transition to the *Refining the Program Administrator's Job Description* activity.

Distribute and review directions of the *Refining the Program Administrator's Job Description* activity. Make sure the purpose and steps are clear to all participants. Confirm that your role is to keep to time limits and answer questions that emerge in the activity. Before starting the activity offer the following instructive tips. *[SLIDE 14]* Training Slides

- A useful process for refining responsibilities into fewer points is to group the many individual tasks into main responsibility areas.

- Most of the tasks on the initial list can be clustered into a list of far fewer broad (but still specific) responsibilities according to the above examples of typical job description activity areas. Remember: job descriptions are not operating manuals.
- The level of authority affects the extent of responsibility for determining strategy, decision-making, managing other people, deciding on direction and vision, and changing policy. Urge them to consider how this may impact their work.
- Refining a job description is a good opportunity to frame the role as it is at the moment, so ask them to try to think outside of the normal way of their and their organization's thinking.

After the activity, take 10 minutes to debrief before the next activity (*Knowledge, Attitudes and Skills*) starts. Among the questions to ask of the full group during the debriefing are: *[SLIDE 15]* Training Slides

- What was your overall experience in doing the activity?
- Are there lessons and insights you would like to share? If answers are yes, probe to share with full group.
- What are the implications of these insights for your practice?
- What was the most challenging aspect of refining this description? Why?
- What was the easiest? Explain.

Qualities, Challenges, & Opportunities	**Small Group Activity**	**20**

Talking Points
Explain that the next part of the presentation asks participants to articulate the optimal set of knowledge, attitudes and skills needed to be an effective program administrator. Link this with the experience of the refining the job description activity and the comments that emerged from the debriefing.

Brief Definition of Knowledge Attitudes and Skills (KAS) *[SLIDE 16]* Training Slides
Introduce the activity by explaining what is meant by KAS.

Knowledge: The information and understanding necessary to perform the program administrator role.

Attitudes: The opinions, values and beliefs associated with being an effective program administrator.

Skills: The practical, hands-on abilities needed of a program administrator.

Divide a flip chart into 3 columns and label them K, A, and S.

Ask participants to brainstorm in small groups of 3 - 5 what KAS a program administrator needs to possess or develop to become a stronger and more effective in this role. (10 mins)

Guide a full group discussion about ideas from the brainstorm. Write their ideas under the appropriate columns on the flip chart representing ideas from the full group.

Ask them to think if anything seems to be missing.

Sum up the presentation by saying that the information on the flip charts will be revisited after the Collaborative Leadership presentation.

COLLABORATIVE LEADERSHIP = 85 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Easel paper (preferably self-adhesive) and markers
- ✓ Handout: *Collaborative Leadership Self-Assessment Questionnaires*
- ✓ Handout: *Guidelines for Writing a Case Study*

Trainer Notes: *The purpose of this presentation is to deepen participants' understanding of the dynamics of collaboration and the skills needed to approach leadership this way. The first step is to clarify the difference between leadership and management. There is often confusion about the relationship between leadership and management. Revisit John P. Kotter's blog post in the Harvard Business Review, Management is (Still) Not Leadership suggested in the* Trainer Preparation *section of the Manual.*

An underlying assumption is that collaboration is the best approach for administrators to influence and coordinate tasks beyond their specific authority and to build broad stakeholder engagement.

Key Practices and Qualities | **Full Group Presentation** | **35**

Difference Between Leadership and Management *[SLIDE 17]*
For leaders and managers to understand what they have to do, and to achieve excellence in doing it, they need to understand the essence of the difference between them. It is important to understand how the roles are unique and how they might overlap.

Explain the essential differences between the two roles:

Leadership is setting a new direction or vision for a group/program/organization/system.

Management controls or directs people/resources in a group according to principles or values that have been established.

Ask the group what are other differences they see between the two roles.

Explain that it is an oversimplification to think that leaders lead and followers follow. There is a continual adjustment of the direction (leadership) and controlling resources to achieve that direction (management) because leadership and management functions are often part of the same position. *[SLIDE 18]*

Pause for comments and questions from participants before moving to the Collaborative Leadership presentation.

Understanding Collaborative Leadership
Articulate key elements of collaboration: *[SLIDE 19]*

- Best understood as a process
- Requires new leadership styles and structures
- Characterized by high levels of reciprocal investment, focus, trust, mutual commitment and strong sense of joint ownership of positive outcomes
- Collaboration is a complex relationship requiring skill, planning and time to develop
- Collaborative leaders distribute power, authority, and responsibility across the system
- Communication is vital

Ask if there are other elements that need to be included on this list.

Explore with the full group the skills and capacities of a collaborative leader.

Have a flip chart (or two separate sheets) with these two columns. Allow participants to start the list with the following identification *[SLIDE 20]*

Skills	Capacities
Conflict management	Uncertainty
Developing trust	Taking perspective
Communication	Self-reflection
Decision-making	Ego control
Creating safety	

The Core Effective Practices of Collaboration *[SLIDE 21]* Training Slides

List the six core practices of effective collaboration.

- Practicing self-reflection
- Building trust
- Assessing the environment
- Creating clarity and a shared vision
- Developing staff
- Sharing power and influence

Ask participants to turn to a partner and discuss how he/she builds trust and develops their staff. (10 min)

Open up to a full group discussion grounded in partner conversations and ask why these practices are important for effective collaboration. Allow for aspects that a participant(s) may not agree and/or find challenging. (10 min)

Then move to a review of the remaining core practices.

Practicing Self-Reflection *[SLIDE 22]* Training Slides

Trainer Notes: *This core practice is explored through the Collaborative Leadership Self-Assessment Questionnaire for participants to use to develop their own leadership development plan. It will not be explicitly discussed in training. Point out that it relates to the key practices and strategies articulated in this presentation. This questionnaire was developed by the Turning Point National Program Office, University of Washington. Contact information is found within the questionnaire.*

Distribute the questionnaire and encourage participants to use it as a tool to help build their leadership capacity.

Assessing the Environment *[SLIDE 23]* Training Slides

List the steps useful for assessing the environment. Pause for questions and comments.

Step 1 - Identify the issue/challenge/problem. Ask participants what they think the issue is (e.g., determining institutional capacity and readiness to implement and sustain a strong integrated career pathway program)

Step 2 - Identify the stakeholders

Step 3 - Assess the extent of stakeholder engagement

Step 4 - Evaluate community's readiness and capacity

Step 5 - Identify where the issue/challenge/problem needs to start to be addressed

Ask participants to consider what information and data is needed to assess their environment. Guide a brainstorm about how might they approach this assessment. (5 min) Explain that an important step in this process is to evaluate the institution's readiness and capacity to deliver effective adult career pathway programs. Ask participants to think for a minute on how this might be determined at their institution. Then ask them to share their opinions to the full group

Creating Clarity and a Shared Vision *[SLIDE 24]*

Share aspects of creating a shared vision:

- Need to build clarity about goals, direction, approach and envisioned future among stakeholders.
- Commitment requires an establishment of common ground. All parties need to see a benefit. An important way all parties see a benefit is through sharing power and influence.

Sharing Power and Influence *[SLIDE 25]*

Explain that to maximize the expertise, information, and the decision-making authority it is critical to build a team committed to working across the college to build alignment and institutional capacity. Collaboration is a great way to foster the sharing of power and influence within an organization.

State that the *AO Field Guide* recommends mapping out the different types of initiatives or projects that each stakeholder is involved in and its associated goals, target population, and outcome targets. This will reveal areas where working together will help both parties meet their strategic goals.

Distribute *Community Resource Mapping Tool*. Explain that it is a tool to support their work in assessing the environment, creating a shared vision, and sharing power and influence.

Free Writing Moment Activity *[SLIDE 26]*

Before moving to the small group activity, conduct a free-writing activity as a way for participants to begin to digest this information. Directions to a free writing activity are:

- Take out a blank piece of paper and pen or open up your laptop.
- Explain that in a second you will give them a phrase that will kick-off their time to write freely and confidentially for a few minutes.
- Explain that it is important to keep writing even if they do not think that they have something to say. When that happens, that is what they could write - "I have nothing to say, etc…"

- Start them off with the phrase, "When I consider using a collaborative leadership approach my thoughts are...."
- Allow them two to three minutes to write. Provide a 30-second warning before asking them to stop. A good way to give this warning is to suggest that they finish the thought they are now writing about.

Trainer Notes: *The above activity provides a segue to the case study activity that follows. If time is running tight, you may want to start the next part of this Collaborative Leadership presentation with this free writing exercise.*

Practice	**Small Group Activity**	**50**

Trainer Notes: *This activity is an abridged version of the case study training method. Unlike most case study methods, the content for the case studies are solely generated by participants engaged in the resolution of the challenges posed. Also, the story of the case is depicted with a twist. It is expressed, by each small group, in a skit. That is, each small group dramatizes "the case" to be resolved to the full group. The full group shares advice and suggestions to address each case/skit presented.*

The objectives of the activity are for participants to:

- Articulate the key challenges they are concerned might occur by incorporating a more collaborative leadership approach to their practice.
- Reinforce their knowledge of collaboration dynamics and problem solving skills as the challenges are addressed.
- Begin to see oneself as a more collaborative leader.

The advantages of using a case study approach are that the method is participatory and encourages interaction; uses realistic and relevant cases; and participants are given the opportunity to see that there may be different perspectives and solutions to the issues presented.

Collaboration Activity *[SLIDE 27]* Training Slides

Introduce the activity by explaining that this is a version of the case study method and is aimed at providing realistic challenges and wise solutions regarding collaboration. Explain that directions will be given to them incrementally, step by step, via the presentation slides.

Step 1 - Form small groups of 4-5.

Step 2 - In silence, consider the biggest challenge you perceive in practicing a more collaborative approach.

Step 3 - Each member of the group shares their challenge with members of his/her small group. (10 min)

Step 4 - Each member receives and reads the Guidelines for Writing a Case Study handout. (2-3 min)

Step 5 - Each small group develops the story using the Guidelines for Writing a Case Study as the guide. Explain that each group's story will be presented as a 3 - 5 minute skit to the full group. (20 min)

Pause and ask for questions before starting them on step 5. Encourage them by stating appreciation of their willingness to not know what the next step of the activity will be.

Acknowledge that doing the skit is outside of most of their comfort zones. Again, appreciate their willingness to do this.

Reinforce that the case, as the guidelines state, may be a story developed from one a group member presented or one that is a combination of two or more stories.

Check in with small groups to help keep them on track and make sure that the skit's script is being developed.

Step 6 - Showtime and Consultation

Each group presents the skit. Remind everyone that this is acting and not to give real life attributes to the actors playing a specific role. Ask for a group to volunteer to start.

After each skit there is applause and the audience members are asked to provide consultative advice by responding to these questions:

- What is the core challenge the skit is depicting?
- How is each actor contributing to the challenge?
- Identify a strategy to address the challenge:
- What are the initial steps the strategy needs to employ?
- Other comments and suggestions.

If there is sufficient time remaining, each group could reconvene and create a new story incorporating the feedback from the group to address the challenge. The revised stories would then be presented to the group as a whole.

Debriefing *[SLIDE 28]* Training Slides

The extent of the debriefing will depend on the amount of time remaining; however, minimally there needs to be a full group discussion of lessons learned in the activity and how they might apply them.

BUILDING BROAD STAKEHOLDER ENGAGEMENT = 60 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Newsprint or whiteboard
- ✓ Easel paper (preferably self-adhesive) and markers
- ✓ Handout: *Career Pathways Program Design Flow Chart*
- ✓ Handout: *Six Key Elements of Career Pathways*

Trainer Notes: *Program administrators must engage a wide variety of stakeholders to ensure their support. This includes Career and Technical Education (CTE) and ABE faculty, support services, and other offices (e.g., financial aid, institutional research, admissions, and registrar) and external stakeholders such as community-based organizations and employers. This presentation helps program administrators develop an approach that addresses the engagement of intra-organizational and external stakeholders to promote integrated career pathways.*

An underlying assumption: *The design of this presentation assumes that collaboration is key in building stakeholder engagement. It assumes that there are some differences between the approach of collaborative leadership within an organization and among organizations; although, the same qualities and skills are needed. For example, within the college the program administrator's challenge may be the need to spend much of his/her time initially trying to coax people to take and participate in leadership roles. Whereas the initial challenge in building engagement among external organizations, the biggest task may be to keep everyone from leading in different directions all at once.*

Internal Partners	**Full Group Presentation & Triad Activity**	**40**

Talking Points

Building Collaboration Across System *[SLIDE 29]* Training Slides

Introduce the presentation by stating that setting up a successful adult career pathways program requires careful collaboration among departments/programs that traditionally work independently in support of adult learners.

Explain that when considering building intra-organizational engagement it is important to consider who needs to be engaged to ensure that learners can access comprehensive student services and what offices in the college need to support the delivery of the program model.

Ask participants why they think this collaboration is important, before sharing the list on the next slide.

Reasons for College-wide Collaboration *[SLIDE 30]*
Share the following points to confirm and/or add to participants list:

- Allows for decision-making to occur beyond administrator's authority
- Builds integration of comprehensive support services for adult students across divisions
- Promotes support of pathway programs broadly within the institution
- Helps with culture shift needed to better integrate adult learners into the college community

Emphasize the importance of leading a team charged with coordinating the effective development and implementation of an integrated career pathway program. Start by asking if anyone has organized a team at their college that crosses departments and ensures coordination. Acknowledge the importance of their input based on their experience.

Ask who needs to be on this team. Share the *Career Pathways Program Design Flow Chart* to help stimulate thinking. In a full group discussion, list responses on a flip chart. Ensure that team members listed include:

Team Members *[SLIDE 31]*

a. Career and Technical Education Deans - specify specific Deans based on curriculum offered
b. College Data and Institutional Research staff
c. College faculty from Adult Education and Career Technical Education
d. Support Services
e. Registrar
f. Financial Aid
g. Other?

Trainer Notes: *In many I-BEST programs this coordinating team is called an I-BEST Council. Reinforce participants' understanding of the importance of this team throughout the training.*

Questions to Consider *[SLIDE 32]*

- To what extent do the people in these important college positions already work together as a team to support pathway programs? Adult students?
- What needs to be your role in organizing and building this team?
- What are the challenges involved in developing/strengthening this team? What are the opportunities?
- What are the next steps in building/strengthening the team?

There will be three rounds of five minutes per round. Each round involves each group member to play in one of the three rotating roles. One who responds to the questions (interviewee), one who (interviewer) probes to make sure the interviewee is fully answering the question, and the third person who records (recorder) the discussion. At the end of each round the recorder presents the notes to the interviewee. (15 min)

In closing this part of the presentation, remind participants of the lessons learned in the collaborative leadership presentation. Reinforce the importance of leading this team and acknowledge that the ease in leading it depends on each college's culture.

External Partnerships	**Full Group Presentations**	**20**

Trainer Notes: *The focus of the Building Broad Stakeholder Engagement is about strengthening intra-organizational capacity primarily because there are many more resources available to participants about the importance of building strategic external partnerships. Among the resources are two free online courses.*

Talking Points
Introduce and distribute the *Six Key Elements of Career Pathways* and the *Community Resource Mapping Tool* handouts. Explain that the key elements of the graphics will frame the discussion about external partnerships and the importance of using external partnerships.

Building Broad Stakeholder Engagement *[SLIDE 33]* Training Slides
Explain that this graphic chart provides an overview of the each of the six key elements for building a career pathway system. Indicate that it is from the Department of Labor's Career Pathways Toolkit: *Six Key Elements for Success*. It summarizes the key activities in each of the six elements.

Highlight Element One: Build Cross-Agency Partnerships and Clarify Roles. Share that work on these elements often proceeds simultaneously; however, it is helpful to think of them as being developed in a particular sequence to better understand each one.

Articulate the activities listed on the chart: key cross-agency partners at the local and state levels are engaged, agree to a shared vision and gain support from local leaders.

Clarify that the purpose of this presentation is to guide participants to tools and information. Explain that the sharing of these tools and resources is intended to encourage their own professional development as program administrators.

Explain how there are excellent tools, online courses, and information available to help administrators accomplish this.

Online Resources *[SLIDE 34]* Training Slides
Emphasize the importance for participants to visit the two free self-paced courses developed to guide them in this process. Provide information on these self-paced courses:

- *Support for Administrators* - This course, developed by Minnesota's FastTRAC, is intended to help administrators develop and sustain the partnerships necessary for successful programming. Examples of best practices, tools, and activities for setting up, implementation, and continuous improvement are shared. sites.google.com/site/mnfasttracpdcentral/courses/fasttrac-for-administrators

- *Building Strategic Partnerships and Engaging Employers in Adult Career Pathways* - This course, developed by LINCS, helps to build the skills needed to build new and strengthen existing partnerships essential for successful development and implementation of pathways programs and systems. The course features three modules: (1) Understanding Strategic Partnerships; (2) Engaging Strategic Partnerships; and (3) Sustaining Strategic Partnerships. lincs.ed.gov/programs/acp/online-courses

Organizing a Design Team *[SLIDE 35]* Training Slides

Acknowledge usefulness of information in developing external partners during the implementation phase. Point out these suggestions on the Organizing a Design Team section in the AO Field Guide:

- Design teams should include college leadership, ABE programs working in partnership with community colleges, community-based organizations, and other local stakeholders.

- Engage the full team with a kick-off meeting; define roles and responsibilities, make sub-committee assignments and schedule regular meetings to jumpstart the design team.

AO Field Guide Tools *[SLIDE 36]* Training Slides

- Remind participants about the tools in the Field Guide

- Suggest they customize the Design Team Worksheet tool to identify the team needed to drive system change for their program (local level).

- Ask if they have additional resources or suggestions from their own experiences to share regarding the building of external stakeholders. Post their tips and resources on flip chart.

- Close presentation by reinforcing the importance of extending one's professional development in this area by using these resources, especially the online course offerings.

STRATEGIC COMMUNICATION PROCESS = 45 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Easel paper (preferably self-adhesive) and markers
- ✓ Handout: *Creating an Effective Elevator Speech*

Trainer Note: *The content from this section relies heavily on the Accelerating Opportunity Communications Toolkit found in the AO Virtual Academy/Virtual Resource Library. It is important to carefully review the material in this communications toolkit in preparation for this presentation. The purpose of this presentation is to help participants better understand what is involved in developing a communication process. The emphasis will be on developing a persuasive message.*

***An underlying assumption** is that a comprehensive communication process is new to many of the program administrators. Resources from the Accelerating Opportunity Communications Toolkit will be shared to show the full scope of this process and resources, as well as providing the specific elements needed to be included in the plan.*

Communications Planning Tools	**Full Group Presentation**	**20**

Strategic Communication Planning *[SLIDE 37]* Training Slides

Highlight these points from the top part of Communication Planning section to explain importance of a communications plan:

- Communications play a major role in the success of an integrated career pathway program. A communications plan will help you promote the initiative to a broad audience and gain support for proposed changes.
- Communication helps build a broader understanding of what you are trying to accomplish.
- Make sure there is deep understanding of what you are trying to do and why at all levels—staff, faculty, administrators—messaging needs to be clear and consistent.
- Keep these people informed throughout the process. Engage stakeholders early and keep them engaged.

Highlight some of the points that a robust communications plan should address:

- Why the program(s) is needed
- How the program(s) will engage employers and the business community, especially around policy and systems change

- Student recruitment strategies, including ways to reach candidates who are not typically identified
- Sharing data about current conditions to build support for adopting new delivery models

Ask participants if there are other elements of a communication strategy that need to be included. List suggestions on flip chart.

AO Virtual Academy *[SLIDE 38]*
Introduce participants to the Accelerating Opportunity Communications Toolkit accessed at Accelerating Opportunity's Virtual Academy/Virtual Resource Library. Share web address on the slide.

AO Communications Toolkit *[SLIDES 39 and 40]*
Trainer Notes: *It is important that you familiarize yourself with the contents of the toolkit with a focus of which resources (i.e., local and college based) may be of most importance to the participants.*

Ask participants to articulate their progress in communicating and promoting their pathway program in the college and broader community. Record their responses on newsprint.

Probe to help them articulate their challenges, accomplishments and lessons.

Given their responses above, direct them to the resources in the Communications Toolkit that will be the most useful to them at this stage in their communication planning.

Explain that the next part of this presentation is aimed at helping them craft a succinct message to promote their program.

Persuasive Messaging | **Full Group Presentation** | **25**

Elevator Speech Activity *[SLIDE 41]* Training Slides

Explain that an elevator pitch is a brief, persuasive speech that one uses to spark interest in what your organization/program does. It is a great way for program administrators to create interest about their integrated career pathway program. A good elevator speech lasts no longer than a short elevator ride, hence the name. Elevator speeches need to be interesting, memorable, and succinct. They also need to explain what makes your program important and needed.

Emphasize that having an elevator speech handy is important in order to promote your program to other members of the college and the broader community.

Ask if anyone has developed an elevator speech before. If yes, have one or two explain when and how they have used the speech.

Distribute the *Creating an Effective Elevator Speech* handout and indicate that they will have time to practice the speech at the end of this presentation.

Conduct the first part of the activity allowing 10 minutes for each person to individually craft an elevator speech.

Practicing the Message *[SLIDE 42]* Training Slides

Use an adaption of what you may know as the *Cocktail Party* activity. In addition to allowing participants to practice their elevator speech, it is an energizer.

Introduce the activity by explaining it will allow them to practice their elevator speech 2 times. (If you have more time, you may consider doing more rounds.)

Share the following directions to the *Cocktail Party* activity:

Time: Each round needs to be 2 minutes. This activity (including directions) is designed to last 5 minutes. If you have more time, you can consider allowing for more rounds of practice.

Description: Ask each person to stand up and find a partner. The activity occurs with everyone standing with their partners in the middle of the room. If it is not possible to use central space, make sure they move around the room to find a partner and that everyone able to stand, stands.

Each person has 1 minute to share his/her elevator speech.   After two minutes ask everyone to find another person to share his/her elevator speech for round 2. (Get their attention by clapping hands or another way that is fun/creative).

Debrief the activity by asking what participants learned in this experience. Are there ways that this elevator speech can be useful to them in their practice? (5 min)

SELECTING AND TRAINING TEAM TEACHERS = 30 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Easel paper (preferably self-adhesive) and markers

Trainer Notes: *Integrated instruction and comprehensive student support services are the foundation of the AO model. An integrated instructional model pairs a basic skills instructor with a CTE instructor to provide instruction in the technical content and basic skills areas. This instructional model contextualizes the teaching to allow adult with low basic skills to succeed in college-level technical courses; thus, accelerating their successful progress through the career pathway.*

Team teaching requires an extensive, time-consuming process of selecting and training teachers, and supporting the development of the co-teaching relationship. This presentation is aimed at increasing program administrator's knowledge to support them in this process. Also, resources are shared to help in the professional development of new and seasoned team teachers. Trainers needing to strengthen their understanding of team teaching are encouraged to review these resources, too.

The content for this presentation is generated primarily from the Community College Resource Center report, How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program.

***An underlying assumption** is that the pairing of instructors who work well together is crucial to the success to an integrated career pathway.*

Lessons from I-BEST and AO	**Full Group Presentation & Discussion**	**30**

Talking Points *[SLIDE 43]*
Explain that the selection and training of team teachers is a critical decision for a program administrator to make. Acknowledge that the scope of their ability to make this decision with the best team in mind is influenced by the resources he/she has in the program.

Pose the question to the full group: What do you think are the qualities of an effective team teacher?

Record the answers on the flip chart.

Once the group has completed their sharing, review the list below to make sure that all of the qualities are recorded. These qualities are:

- Flexibility (emphasize this one)
- Good communication skills
- Willingness to embrace new ways of teaching
- Confidence and the willingness to give up some control in the classroom
- Sensitivity to the needs of learners with low basic skills and other barriers to success in college.

Qualities of Successful Team Teachers *[SLIDE 44]*
Share that the process of team teaching is often described as a marriage because building trust, negotiating roles, and sharing responsibilities and control in the classroom are required.

Explain that when training team teachers it is important to recognize that integrated instruction develops between the instructors over a period of time as they learn to collaborate. This is why choosing, whenever possible, teachers sharing these qualities are important.

Promote the AO Virtual Academy/Virtual Resource Library for team teaching resources and the NCTN self-paced (free) online course, *Team Teaching: Models and Practice*.

Professional Development Activity *[SLIDE 45]*
Organize small groups of 4 - 5 participants and ask them to discuss the following two questions: (15 min)

- What do you see as the most effective way to support the professional development of team teachers?
- What are the challenges you experience, or foresee experiencing, in providing this training?
- How might you address these challenges?

Ask participants to share the essence of their small group discussion with the full group.

COMPREHENSIVE STUDENT SUPPORTS = 25 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Easel paper (preferably self-adhesive) and markers
- ✓ Handout: *Supporting Students - Intake Through Completion*
- ✓ Handout: *Components of Comprehensive Student Supports*
- ✓ Handout: *Recommendations for Community Colleges* from *Promoting Persistence Through Comprehensive Student Supports*

Trainer Notes: *Integrated instruction and comprehensive student support services are the foundation of the AO model. The program must address comprehensive support services and strategies to remove barriers. The handout Supporting Students - Intake Through Completion provides an overview of what these services need to include.*

This presentation is aimed at increasing program administrator's knowledge of what imbedded student supports are required and how to strengthen the collaboration needed to more fully address students' needs. Resources are shared to help in the professional development of new and seasoned navigators and other members of the student support staff team. Trainers needing to strengthen their understanding of these roles are encouraged to review these resources, too.

An underlying assumption *is that providing students with the needed support (or providing opportunities to connect students to the needed support services) is a key retention strategy. Also, implementing a comprehensive support services model is complicated so the coordination and collaboration across multiple departments and agencies, must be flexible enough to adapt to students' unique needs as required.*

Imbedded Supports	Full Group Presentation	25

Comprehensive Student Supports *[SLIDE 46]* Training Slides

1. Explain the importance of ensuring comprehensive student services to students. This presentation is focused on how services are being delivered.

2. Share the handouts: *Supporting Students - Intake Through Completion*, *Components of Comprehensive Student Supports*, and *Recommendations for Community Colleges* from *Promoting Persistence Through Comprehensive Student Supports*. Ask participants to only read the *Recommendations to Community Colleges* handout at this time. (5 min)

3. Guide a full group discussion about how student supports are organized in their respective programs/colleges and the extent to which the services are offered as suggested in the handouts. Then guide a full group discussion about the qualities and knowledge should support staff possess? Why?

4. Ask participants to take out their paper and pen or computer to articulate what they plan to do to improve student services. This determination must be what external and internal organizations/departments need to be involved into build capacity and mobilize support to better meet these needs. This is an individual activity. (10 min) Indicate that this writing is just a start to their organizing process.

Query if anyone wants to share what he/she committed to in #4.

IDENTIFYING AND MOBILIZING RESOURCES = 40 MIN

Materials & Set-up
- ✓ Presentation Slides
- ✓ Projector/Screen
- ✓ Handout: *SWOT Analysis*
- ✓ Handout: *Systems Change Benchmarking Tool: Scale and Sustainability*

Trainer Notes: *The primary goal of this presentation is to encourage program administrators to support and adopt a more proactive and entrepreneurial approach for building their program capacity. It is important to connect this presentation with the earlier presentations Comprehensive Student Supports and External Partnerships. Also, it is important that a strong relationship with the person responsible for grant funding and program management is cultivated as an ally.*

An underlying assumption *is that most administrators at program level see themselves as dependent on the funding/resources allocated by the college. In addition, they need to leverage resources, partners and avoid duplication to build capacity.*

Tools and Research	**Full Group Presentation**	10

Braided Funding Toolkit *[SLIDE 47]* Training Slides

Introduce participants to JFF's resource, *The Braided Funding Toolkit. The Braided Funding Toolkit* provides Accelerating Opportunity state teams and colleges with resources to identify the major federal and state funding streams that may be available to support integrated career pathways and their students. The toolkit is designed to support state and college teams through the complex process of developing a comprehensive, sustainable funding model for integrated pathways.

Talking Points *[SLIDE 48]* Training Slides

Explain that the purpose of this presentation is to support administrator's proactive and creative approaches to building program capacity and sustainability.

Braided Funding

Promote the Field Guide and *The Braided Funding Toolkit* as important supports to use when they return to their programs.

Explain that braided funding refers to:

1. The weaving together of funding strategies of federal, state and private funding streams
2. The development of funding strategies to support students enrolled in them.

Assessing Resources **SWOT Analysis Activity** **30**

Trainer Notes: *For more information about developing and implementing a SWOT analysis, go to the Community Toolbox - SWOT Analysis: Strengths, Weaknesses, Opportunities and Threats ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main*

The Community Tool Box is a public service of the University of Kansas. It is a free, online resource providing educational modules and tools to help people work together to build healthier communities. It is developed and managed by the KU Work Group for Community Health and Development.

The SWOT analysis activity is geared to help participants analyze and strategize. It is a useful tool for their administrative practice. *[SLIDE* Training Slides

Distribute *SWOT handout* and conduct activity. (20 min)

Debrief activity and consider applications.

In closing, distribute *Systems Change Benchmarking Tool: Scale and Sustainability* as a resource.

WRAP-UP, QUESTIONS, EVALUATIONS = 10 MIN

Materials & Set-up

- ✓ Presentation Slide
- ✓ Projector/Screen
- ✓ Handout: *Evaluation Forms* (if not being conducted electronically)

Trainer Notes: *Trainers will structure the closing and select final reflection questions based on whether the training topics are broken into multiple sessions or delivered in one day. The size of the group will also dictate how much time is devoted to the closing and whether it's best to have participants share their comments and reflections with the entire group, or share in pairs or small groups.*

Here are some ideas for how you might end each session (if modularized) or close the full day or final session.

- Ask each participant to summarize a key concept that they'll take away with them and how they will use it in their work.
- Brainstorm a list of topics that participants would like to learn more about or cover in greater depth.
- Ask participants to name one thing that they will do differently as a result of this training.
- Ask participants to identify supports and obstacles they anticipate in trying to make the change they'd like to make.

Talking Points

Thank You and Contact Information *[SLIDE 50]* Training Slides

Invite final questions and comments.

Ask participants to complete the training evaluation form. If evaluation will be sent to them electronically, indicate when they can expect to receive it.

If trainers are available in the future for questions or assistance, provide their contact information.

If you know their professional development plans, indicate the next steps.

Thank the group for their time and participation.

Thank the host organization, if appropriate.

TRAINING MATERIALS

Commonality Plus Exercise

Handout 1-A

Setup:

Participants are organized around a table (conference style set up). This assumes there are less than 8 participants at each table. If there are 8 or more, divide the table into two smaller groups.

Directions:

The objective is to find five things that you have in common (professionally and personally) with others in the training.

Each table/group has 10 minutes to determine 5 ways that everyone in that group is similar. Please consider aspects of your professional journey as the starting point (i.e., first job, how did they assume coordination of AO, etc.). You cannot list body parts or clothing.

Select a person to report your group's list to the full group.

At the end of the 10 minute time limit each group needs to be ready to share their list with the group as a whole.

Commonality Plus Exercise

Handout 1-B

Setup:

Participants are organized in small groups of 5 – 6. Ask participants to form their own group consisting of people who do not know each other well, or as the trainer go ahead and create the groups.

Directions:

The objective is to find five things that you have in common (professionally and personally) with others in the training.

Each group has ten minutes to determine five ways that everyone in that group is similar. Please consider aspects of your professional journey as the starting point (i.e., first job, how did they assume coordination of AO, etc.). You cannot list body parts or clothing.

Select a person to report your group's list to the full group.

At the end of the 10 minute time limit each group needs to be ready to share their list with the group as a whole.

Refining the Program Administrator's Job Description

Directions:

1. Please complete the following tasks individually (10 minutes):
   - Note down in a completely random fashion all of the aspects of your administrative position.
   - In doing this, think about processes, planning, executing, monitoring, reporting, communicating, and managing people and other resources.
   - Next combine and develop the random collection of ideas into a set of 8 key responsibilities.
   - Rank them roughly in order of importance.
2. Find a partner (you are now in a diad) and do the following (10 minutes):
   - Review each other's lists and suggest revisions.
   - Double check that everything on the list is genuinely important and achievable.
3. Now you and your partner will find another diad and form a group of four and complete the following (15 minutes):

   Your new group now will develop a "generic" program administrator job description through a consensus process. Use the outline below as your guide and record your results on the flip chart provided:
   - Job Title
   - Position reports to (this may vary at each college)
   - Position collaborates with
   - Job Purpose Summary (one sentence)
   - Eight Key Responsibilities

   Prepare to debrief experience with full group (10 minutes)

Knowledge, Attitudes, and Skills Template

Knowledge	Attitudes	Skills

IDEAs that Work
U.S. Office of Special Education Programs

The College of Education & Human Development
UNIVERSITY OF MINNESOTA

Community Resource Mapping Tool

Mapping is a process that requires a strong partnership; clear goals that everyone in the partnership supports; good communication; commitment to collecting relevant data and analyzing the data for gaps and overlaps; on-going evaluation to ensure continuous improvement; and specific, strategic actions based on the information learned once the map is completed.

Step 1: Pre-Mapping /Assessment

Visioning

- "Scan" the future-- why collaborate?
- Develop consensus around the need to do business in coordination and align resources
- Identify key themes to guide your process and decision-making
- Identify the customers of your actions
- Identify the benefits and beneficiaries of your actions

Goal-Setting

- Identify the desired results
- Set measurable objectives
- Get and give permission to think creatively from funding sources, others

Partnership-Building

- Define and commit to maintaining an effective partnership
- Identify all current and potential partners
- Encourage diversity of the team
- Select a credible, objective "convener"
- Build a common language/definitions
- Recognize and address the needs of individual partners (identify "what's in it" for partners)

Step 2: Mapping

Selecting a Process

- Select a process to gather data; partners commit to contributing timely, accurate information
- Include fund utilization: Are you making the most of your current resources?
- Include resource identification: What new resources could you use/align to meet your goals?
- Include community asset analysis: What does your community have to offer that assists you in meeting your goals?
- Include policy alignment: How well do your state/local policies currently support your goals? How can resource mapping further support your state/local policies, practices and goals?
- Identify gaps, intersections, and any obstacles to alignment

Identifying and Collecting Data

- Identify content/goal to be mapped
- Determine how you will collect data
- Collect and validate data
- Stay focused on your goals—don't follow the funds

Developing your Products

- Synthesize findings keeping original goals in mind
- Present information in useable formats for various target audiences
- Communicate trends

Step 3: Implementing Your Map for Strategic Results

Strategic Planning

- Design a plan to better align the resources you have identified
- Maintain consensus among partners
- Address challenges to implementing your plan

Communication Strategies

- Keep key stakeholders informed
- Create an atmosphere conducive to change
- Do the work of sustaining a healthy partnership
- Use technology effectively to communicate and disseminate information

Supporting Community Action

- Give permission to think and act creatively
- Provide recognition for local innovation and quality
- Focus on accountability—set goals and measure progress
- Provide networking opportunities

Step 4: Evaluation/Mid-course Corrections

Keeping Current

- Update vision, goals and plan as needed
- Keep map up-to-date

Continuing to Measure

- Gauge progress and impact
- Focus on real-time assessment rather than just summative evaluation
- Capture benefits
- Communicate results, challenges

Maintaining Momentum

- Retool/expand your partnership
- Maintain an environment conducive to change
- Be prepared to deal with unexpected challenges

Guidelines for Writing a Case Study

Context:
A case study is a training method that refers to a realistic account of a problem. The purpose is to promote problem-solving by analyzing what the source of the problem is and determining how to address the issue. The case study may be developed by the educator or participants. In this exercise it is being developed by participants. There are two types of case study:

1. Full information - All the relevant information for preparing the case study is given at the beginning.
2. Incremental - Information is given in stages. When one finishes one section of the case study, the section is discussed thoroughly before moving on to the next part.

For this exercise, you are developing a case study that uses the full information approach by presenting the whole problem before asking your peers to analyze the problem and find solutions to it.

Guidelines:
- Write in story form.
- Create characters.
- Create some realistic dialogue.
- Provide as many specific details as are appropriate and necessary to analyze the case. Don't include information that may confuse your peers or side track them from the main task.
- Be descriptive. Create a picture in the minds of your peers.
- Make the story easy to follow. Shorter case studies are more easily read and understood.

Creating an Effective Elevator Speech

An elevator speech is meant to be delivered in the time it takes to complete your average elevator ride. You need to present your elevator speech comfortably without rushing in under one minute. Follow these steps to create a great speech.

1. Identify Your Goal
Start by thinking about the objective of your speech.

2. Explain What You Do
Begin by describing what your program does. Focus on the problems that you solve and how you meet both the needs of students and the community. If you can, add information or a statistic that shows the value in what you do.

Ask yourself this question as you start writing: what do you want your audience to remember most about your program?

Keep in mind that your speech should excite you! If you are not excited about what you're saying, neither will your audience. People may not remember everything that you say, but they will remember your enthusiasm.

3. Communicate Your Uniqueness
Your elevator pitch also needs to communicate what makes your programs unique. You'll want to communicate this after you've talked about what you do.

4. Engage With a Question
You need to engage your audience. To do this, prepare open-ended questions to involve them in the conversation. For example, you may want to ask, “How does your organization address the needs of training lower skilled adults?”

5. Put it all Together
When you've completed each section of your speech, put it all together. Then, read it aloud to see how long it takes. It needs to be no longer than 50-60 seconds. Otherwise you risk losing the person's interest. Try to cut out anything that doesn't absolutely need to be there.

6. Practice
Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. The more you practice, the more natural your pitch will become.
Also, be aware of your body language, which conveys just as much information to the listener as your words do. As you get used to delivering your speech, vary it a little – the idea is that it doesn't sound too pre-prepared, even though it is.

TIPS

- You may want to keep small take-away items with you, which you can give to people after your speech. For example, these could be business cards, book marks or brochures that talk about your program.

- You will likely go through several versions before finding one that is compelling, and that sounds natural in conversation.

- Remember to tailor your elevator pitch for different audiences.

Summary

To craft a great speech:

- Identify your goal.
- Explain what your program does.
- Communicate your uniqueness.
- Engage with a question.
- Put it all together.
- Practice.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Complete the matrix below to answer "Where is your program, how can it grow?"

Positive Factors	Negative Factors
STRENGTHS The aim is to identify the following: • What are your program's strengths? • What does your program do better than other departments? Organizations? Colleges? • What unique capabilities and resources does your program possess? • What do others perceive as your strengths?	**WEAKNESSES** The aim is to identify the following: • What are your weaknesses? • What do other programs, organizations and colleges do better than you? • What can you improve given the current situation? • What do others perceive as your weaknesses or challenges?

Positive Factors	Negative Factors
OPPORTUNITIES The aim is to identify the following: • What trends or conditions may positively impact your program? • What resources are available through collaboration? • What local, state and national funding opportunities are available to your program?	**THREATS** The aim is to identify the following: • What trends or conditions may negatively impact your program? • Do you have solid human, organizational and financial resources?

Guiding Notes:

SWOT is a simple and comprehensive way of assessing the positive and negative forces within and without your organization. Consider using this tool when you return to your campus so you can be better prepared to mobilize resources effectively. The more stakeholders you involve in using the SWOT, the more valuable your analysis will be.

SWOT reminds you to:

- build on your strengths
- minimize your weaknesses
- seize opportunities
- counteract threats

A SWOT analysis will be most helpful if you use it to support the vision, mission, and objectives you have already defined.

TIP: Acknowledge but don't feed the Weaknesses and Threats.

National Resource List

This is list of links to federal government agencies or national non-profit organizations that serve as clearinghouses for state level information on various types of benefits and services. The list is in no way exhaustive but may be helpful to you if you're new to your role. You'll be able to search by state and then region or zip code to find the administering state agency and local offices.

Comprehensive Service Locators

America's Service Locater is a search tool for finding state specific workforce and other services, such as One Stop Career Services, Unemployment Benefits, Employment Training, Refugee Services and other services. www.servicelocator.org

United Way 2-1-1 Information and referral search can be used to see if there is a 2-1-1 referral clearinghouse in your area. www.211.org

Community Action Agency or Program (CAP). Often administer fuel and housing assistance programs, subsidized day care and other support services. Find the CAPs in your state at www.communityactionpartnership.com/index.php?option=com_spreadsheets&view=search&spreadsheet=cap&Itemid=188

Income Supports

Transitional Assistance for Needy Families (TANF)
For information on eligibility and to locate state TANF administrating agencies by state, go to *State Programs Information*. www.acf.hhs.gov/programs/ofa/tanf/about.html

Supplemental Nutrition Assistance Program (SNAP) Screening Tool
This is not an application for SNAP (food stamps) but it can help a student to determine whether they might be eligible. You can also search here for location of local SNAP office. It also has a nice Internet Basics Tutorial that may be useful in multiple contexts. www.snap-step1.usda.gov/fns

SNAP State Hotlines
See *Applicants and Recipients* menu to locate local offices. www.fns.usda.gov/snap

Center on Budget and Policy Priorities provides this website with a state-level review of SNAP administration policy. www.cbpp.org/cms/index.cfm?fa=view&id=618

Women, Infants, and Children (WIC) Supplemental Nutrition Program
www.fns.usda.gov/wic/Contacts/tollfreenumbers.htm

Feeding the Hungry
feedingamerica.org/foodbank-results.aspx

Earned Income Tax Credit (EITC) Assistance
www.irs.gov/individuals/article/0,,id=107626,00.html

Social Security Office Locator
secure.ssa.gov/apps6z/FOLO/fo001.jsp

Refugee Cash Assistance
Check at the state level

Housing Assistance

Housing and Urban Development (HUD) For general information on variety of federally funded housing assistance programs. portal.hud.gov/hudportal/HUD

Section 8 and Housing Authorities
portal.hud.gov/hudportal/HUD?src=/topics/housing_choice_voucher_program_section_8

National Coalition for the Homeless, state directory of homeless shelters and services
www.nationalhomeless.org/directories/index.html

Education Supports

TRIO Programs are available at those colleges that have received TRIO grants to provide a variety of services, including Student Support and Educational Opportunity Centers, for disadvantaged college students, including low-income, first generation college-goers, and students with disabilities. www2.ed.gov/about/offices/list/ope/trio/index.html

Council on Opportunity in Education also lists local college TRIO grants.
www.coenet.us/ecm/AM/Template.cfm?Section=Home&Template=/Templates/TemplateHomepage/CouncilforOpportunityinEducation_1504_20060502T124331_LayoutHomePage.cfm

Other Social and Financial Supports

Child Care and Development Fund provides contact information for state agencies that administer this national fund. Child care vouchers may be available through a variety of state agencies and funding streams, so check locally for what's available.
www.acf.hhs.gov/programs/occ/ccdf/ccdf_state_territory_grantees.htm

Low Income Heating and Energy Assistance Program (LIHEAP)
www.acf.hhs.gov/programs/ocs/liheap/

LIHEAP State Agency Contacts
www.acf.hhs.gov/programs/ocs/liheap/grantees/grantee_contacts.html

National Reentry Resource Center
www.nationalreentryresourcecenter.org/documents/0000/1090/REENTRY_MYTHBUSTERS.pdf

National Domestic Violence Hotline
www.thehotline.org/get-help/help-in-your-area

National Coalition Against Domestic Violence (NCADV)
www.ncadv.org/resources/StateCoalitionList.php

Health Care

Children's Health Insurance Program (CHIP)
www.insurekidsnow.gov/state/index.html

Medicaid
www.healthcare.gov

Legal Services

National Immigration Law Center
www.ncadv.org/resources/StateCoalitionList.php

National Legal Service Corporation
www.lsc.gov/find-legal-aid

Veterans' Benefits

Veteran's' Services Locator
www2.va.gov/directory/guide/home.asp?isflash=1

Post-9/11 GI Bill
www.gibill.va.gov/benefits/post_911_gibill/index.html

Reserve Educational Assistance (REAP)
www.gibill.va.gov/benefits/other_programs/reap.html

Survivor and Dependents Benefits
gibill.va.gov/benefits/other_programs/dea.html

TRAINER REFERENCE MATERIALS

Program Administrator Trainer Manual
Materials List

Training Materials

- ✓ Commonality Plus Exercise Handout 1-A
- ✓ Commonality Plus Exercise Handout 1-B
- ✓ Refining the Program Administrator's Job Description
- ✓ Knowledge, Attitudes and Skills Template
- ✓ Community Resource Mapping Tool
- ✓ Guidelines for Writing a Case Study
- ✓ Career Pathways Program Design Flow Chart
- ✓ Six Key Elements of Career Pathways
- ✓ Creating an Effective Elevator Speech
- ✓ Supporting Students—Intake Through Completion
- ✓ Components of Comprehensive Student Supports
- ✓ Recommendations for Community Colleges from Promoting Persistence Through Comprehensive Student Support
- ✓ SWOT Analysis
- ✓ Systems Change Benchmarking Tool: Scale and Sustainability
- ✓ National Resource List

Trainer Reference Materials

- ✓ Bibliography
- ✓ Materials List
- ✓ Power Point Slides
- ✓ Sample Training Flyer

Other Materials & Set-up

- ✓ Projector/screen
- ✓ Easel paper and markers for small groups
- ✓ Internet access
- ✓ Audio Speakers (or see alternatives to viewing video during training)

Building Integrated Pathways through Collaboration Training
Training for Program Administrators

When:

Where:

Who:

This training is designed for the administrator responsible for the on-the-ground implementation and coordination of an integrated career pathway program(s) for adult learners.

What:

In this interactive training, the focus of activities is on **leadership development**. The activities, and resources are designed to support the administrator's efforts in leading multifaceted collaborations among programs/departments and community. Participants will learn about the key elements needed to implement, coordinate and sustain integrated career pathway programs and how to apply the core practices of collaborative leadership. They will discuss engaging a broad stake-holder base, selecting and training team teachers, coordinating comprehensive student supports, starting a strategic communication process, and identifying resources. Participants will leave with concepts, strategies, and concrete tools they can use in their professional practice.

How:

To register, contact:

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September 2014
Revised July 2015

This Training Manual was developed for Accelerating Opportunity by the National College Transition Network (NCTN) at World Education, Inc. For more information about NCTN, visit *www.collegetransition.org*