

THE COLLEGE TRANSITION TOOLKIT

CD & PRINTABLE
MATERIALS



The College Transition Toolkit was written for adult education programs and their college partners to assist with the development of college transition components and services.

The College Transition Toolkit is a comprehensive guide to program planning and implementation that draws on the expertise of practitioners from The New England ABE-to-College Transition Project and around the country. Chapter topics include:

- Program Models
- Relationship Building
- Recruitment
- Assessment
- Counseling
- Curriculum and Instruction
- Planning
- Using Data for Program Development

Each chapter contains:

- Planning Tools – to develop and implement your program
- Lessons From the Field – first hand accounts from college transition practitioners
- Additional Printable and Web Resources

The College Transition Toolkit is \$75.00 (plus shipping and handling). It comes as an easily navigable CD that can also be printed.

For ordering information, contact:

NCTN@worlded.org

Priyanka Sharma 617-482-9485

www.CollegeTransition.org

THE COLLEGE TRANSITION TOOLKIT WAS DEVELOPED WITH FUNDING FROM THE NELLIE MAE EDUCATION FOUNDATION.

If you would like to be notified when the College Transition Toolkit goes on sale, complete the form below.



TEAR HERE AND LEAVE AT CONFERENCE REGISTRATION TABLE.

Please contact me when the College Transition Toolkit is available:

Name _____

Organization _____

Email _____

Phone _____

How to use the *College Transition Toolkit*

The *College Transition Toolkit* contains detailed information to help adult educators and administrators plan for the needs of students interested in pursuing postsecondary education and training. It has been designed so that you can view each of the chapters in the order presented or select chapters of immediate interest.

Following is a brief description of each of the toolkit chapters:

1. Introduction

The introduction presents some of the research on the barriers to and benefits of postsecondary education and training for adults.

2. Program Models

This chapter describes a variety of college transition program models that have been designed and implemented around the country and factors to be considered in program design.

3. Partnerships and Collaborations

This chapter will help you strategize your approach to partnerships and collaborations with community agencies and postsecondary education institutions that can support the development of your program and your students' transitions.

4. Recruitment

This chapter presents factors to consider in your recruitment strategy as well as tips for attracting eligible college-ready applicants.

5. Assessment

This chapter outlines factors to consider in establishing student eligibility criteria and presents a variety of tools that you can use for intake, ongoing, and final assessments

6. Counseling

This chapter provides information on effective counseling practices that support adult learners' transitions to postsecondary education and training.

7. Curriculum and Instruction

This chapter describes the reading, writing, math, computer, college readiness, and study skills that adult learners need to successfully transition

to postsecondary education and provides strategies and resources for teaching them.

8. Planning Your Program

This chapter helps you tie the information from the previous chapters together and reviews the factors to consider in planning and designing your program.

9. Using Data for Program Development

This chapter helps you think about the information that you will want to gather during all phases of implementation in order to assess whether your program is meeting its stated goals.

Each chapter is divided into topic areas so that you can move around the toolkit easily within each chapter and from chapter to chapter. Once you click on the title of a chapter, you will find a list of key questions at the top of a chapter. You can read the chapter sequentially, or click on a key question to go directly to the section that addresses this question.

Once you are within a chapter, you can read sequentially or you can click on the column to the left of the text to move to a new topic area.

Accompanying each chapter you will find:

Key Questions:

You will find a list of questions that are answered throughout the chapter. A click on any question will bring you to the section that addresses it.

Introduction:

The introduction provides an overview of the chapter and the points that will be discussed.

Lessons from the Field

The lessons provide you with first-hand accounts and examples of how other college prep programs have addressed specific topics.

Planning Tools

The planning tools are ready-made resources and templates that you can download and adapt for use in developing your college transition program. Planning tools will appear as links throughout the chapter, and can also be found at the end of each chapter.

Printable Resources

These contain supplementary information that you can download and print to assist you in your program design and research. Printable resources will appear as links throughout the chapter, and can also be found at the end of each chapter.

Web Resources

The Web resources provide additional information to guide your planning and will appear as links throughout the chapter, and can also be found at the end of each chapter to assist you in your program design and research. You can easily select any tool or resource from the list.

You can also get to Planning Tools, Printable Resources, or Web Resources at the end of each chapter by selecting Planning Tools, Printable Resources, or Web Resources from the menu column at the left of the chapter text. You can easily select any tool or resource from the list.



To adapt this document to use in your own program, [click here to delete our heading.](#)

College Awareness Assessment (#2)

Name: _____ Date: _____

Pre/Post _____

Read each question carefully. Answer "T" true or "F" false in the blank space.

1. An Associates Degree means 4 years of full-time study. _____
2. Completion of a college degree is measured in years of college attendance. _____
3. Applying for student financial aid is free. _____
4. The college application process is free. _____
5. FAFSA stands for Free Application for Federal Student Aid. _____
6. To apply for FAFSA I need a valid Social Security number. _____
7. "C" students are not eligible for private grants and scholarships. _____
8. I can get my Bachelor's Degree at a Technical Institute. _____
9. I need to have a firm career goal before I can start college. _____
10. Colleges do not offer classes at night _____
11. The Financial Aid Award Letter usually provides information on the types and amount of aid offered, as well as specific program information, student responsibilities, and conditions governing the award. _____
12. I can transfer credits earned at my local community college to most State colleges. _____
13. Part-time students are not eligible for Financial Aid. _____

Read each statement below and fill in the blank with the appropriate word from the word bank.

1. Courses dealing with two or more academic subjects are called _____.
2. The _____ is the amount a student and his/her family are expected to pay towards the student's cost of attendance and is used to determine a student's eligibility for the student financial assistance programs.
3. _____ is the process of combining various types of student aid (grants, loans, scholarships, and employment) to attempt to meet the full amount of student's need.
4. Often called a 4-year degree program. a(n) _____ is granted for completion of a course of study usually requiring 120-128 semester credits.
5. A course a student takes by choice, as distinguished from a course specifically required by a degree, is called a(n) _____.
6. The monetary assistance that helps a student attend college is called _____.
7. _____ courses, sometimes referred to as web-based courses, are regular college credit classes utilizing technology, including the Internet, to deliver course content and to promote class discussion.
8. The _____ is an outline of topics to be covered by the instructor including assignments to be completed by students during the course.
9. A (n) _____ is a course designed to provide a general overview of an area of study.
10. The amount of money charged to students for instruction is called _____.

WORD BANK

Survey Course

Financial Aid

Expected Family Contribution (EFC)

Elective Course

Online

Tuition

Syllabus

Bachelor's Degree

Packaging

Interdisciplinary Courses



To adapt this document to use in your own program, [click here to delete our heading.](#)

Citation Lesson

If I use information from the Internet in a term paper, what information should I include in the Works Cited page?

As an absolute minimum, you must include the exact URL (web page address) and the date you found the information. You should also include the author (if the author's name is given), the title of the web page or article, and the name of the organization that created the web site. Here are two samples of what the citation would look like on the Works Cited page of a term paper:

- ▶ Landsburg, Steven E. "Who Shall Inherit the Earth?" *Slate* 1 May 1997. 1 Oct. 1999 <<http://www.slate.com/Economics/97-05-01/Economics.asp>>.
- ▶ Mitchell, Jason P. Letter. "PMLA Letter." Home page. 10 May 1997. 1 Nov. 1999 <<http://sunset.backbone.olemiss.edu/~jmitchel/pmla.htm>>.

For more information on citing web-based references using the MLA or APA style, see

- MLA Web site – How do I document sources from the Web for my Works Cited page? at http://www.mla.org/style_faq4
- APA Online – Electronic references at <http://www.apastyle.org/eleceref.html>

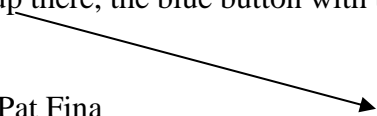
Methods of keeping track of the exact citation information

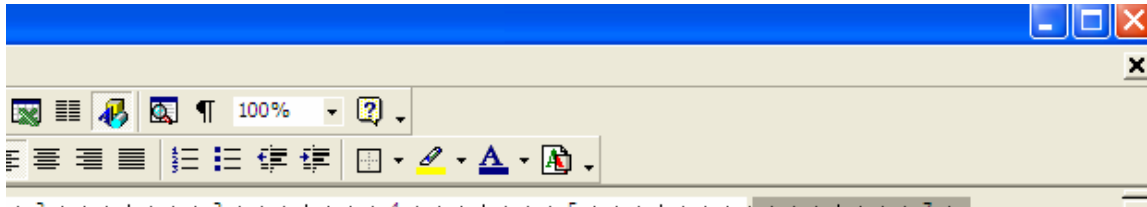
Most web sites allow you to print the page you are on just by clicking on the Printer icon in the toolbar at the top of your screen. At the bottom of each page of your printout will be the exact URL (address) and today's date. If you choose to print a web page, however, you might get far more than you thought. A single "page" on a site might be dozens or even hundreds of pages long when you print it out.

If you are doing Internet research for a term paper, the better way is to download the information from each site to a Word file, following these directions:

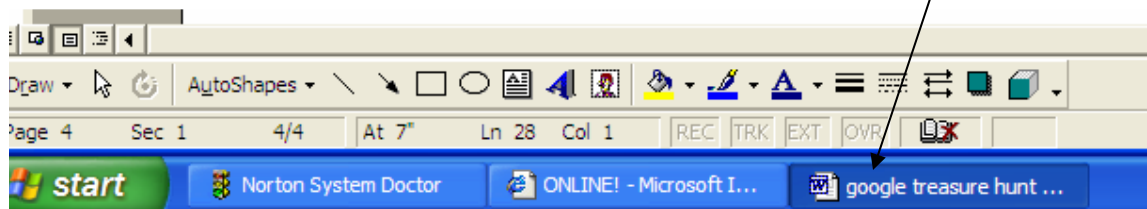
1. Open a new Word file.
2. Save it to your desktop or diskette under a unique filename.
3. Minimize your Word document. Move your cursor to the upper right corner of the screen and click on the left most button in the lineup there, the blue button with the small white box inside.

Adapted from *Introduction to Google Searches* by Pat Fina
Bridge Program, Community Learning Center, Cambridge, MA





When you minimize your Word document, your file stays open, but it disappears from view. When you look at the bottom of your screen, however, you should see it listed among the programs and files there with the W icon for Word documents.



4. Open Internet Explorer, do your Google search, and find a web page you want to download.
5. Click or click and drag to highlight the address from the address line. Hit Ctrl-C to take a copy of the address or right click on your mouse and choose "Copy."
6. Maximize your Word document by clicking on the icon on the bottom of your screen. Your Word document should now fill your screen. Make sure you see a blinking cursor on the page; if you don't see it, click on the page to make it appear.
7. Hit Ctrl-V or right click and choose "Paste" to cause the web page address you copied to be pasted at the top of your Word document. Hit the space bar, and then type in today's date.
8. Click on the save icon or hit Ctrl-S to save that much of your work.
9. Minimize your Word document as you did before. Your screen should now show the web page again.
10. Highlight the part of the web page you want and hit Ctrl-C or right click and "Copy" to copy it.
11. Maximize your Word document and be sure the blinking cursor is there.
12. Hit Ctrl-V or right click and "Paste" to paste the info you copied from the site into your Word document.
13. Save once again.
14. Minimize your Word document. Continue your search until you find more information you want to download to your Word document. Repeat steps 5-13.

Adapted from *Introduction to Google Searches* by Pat Fina
Bridge Program, Community Learning Center, Cambridge, MA



To adapt this document to use in your own program, [click here to delete our heading.](#)

Problem-Solving Scavenger Hunt

1. My car broke down. I need to take a bus to get to class. I live on 304 Main Street in Holyoke. (Find a bus schedule and figure out what bus route to take.)
2. I didn't get financial aid this semester. Where can I get other financial help? (Find the office on campus and get a flyer about next year's scholarships.)
3. I want to apply to transfer to Elms College. Who should I talk to? (Get the initials or business card of this person.)
4. I have to write a research paper but I don't know how to write a bibliography. (Get a hand-out on the MLA style guide from the one of the CAPS programs.)
5. I need to do a project on the Internet. Which lab can I work in? (Get the room number and hours of one lab on campus.)
6. I registered for 12 credits, but had to withdraw from 2 classes. Now I am below the required number of credits for my financial aid. What can I do? (Get the forms you will need from the appropriate office.)
7. I have to do a research assignment on the Taíno people. (Get the name of a book from the online library catalogue.)
8. I need some extra help in Math. Find out if there are any free review sessions over the summer. (When and where?)

Building on Current Program Elements to Develop College Transitions

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>Have you analyzed local/state data regarding the need for postsecondary education for your students and your community?</p> <p>Do you have your “elevator speech” on the need for postsecondary education for your students?</p>			
<p>Do you have working relationships with staff at one or more postsecondary or training institutions?</p> <p>Do you hold any joint meetings or professional development activities?</p> <p>Do you have any written collaboration agreements?</p>			

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>Do you have partnerships with other organizations that can help recruit students to your college transition program?</p>			
<p>Do you survey students about their educational goals and interests, readiness and motivation to attend postsecondary education?</p> <p>How is this information incorporated into counseling and instruction?</p> <p>How do you support students who show an interest in postsecondary education?</p>			

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>What is your current method of assessment (at all phases) and how do you use it to assess college readiness?</p>			
<p>Do you incorporate career assessment and planning into your instructional or counseling components (including labor market studies, career assessment tools, etc)?</p> <p>Are your staff familiar with the resources and staff at local One Stop Career Center?</p>			

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>Are instructors familiar with the academic content and skills that students need to be successful in postsecondary education?</p> <p>Are instructors equipped to teach the skills needed for postsecondary education?</p> <p>How do they incorporate content and skill development into their curriculum?</p>			
<p>Are instructors familiar with local community college placement tests and cut off score requirements (e.g. ACCUPLACER or COMPASS)?</p> <p>Do they help students prepare for these tests?</p>			

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>Does your staff (or staff from nearby college) teach students about any of these topics:</p> <ul style="list-style-type: none"> ▪Understanding & Navigating the College Culture ▪The College Application Process ▪Accessing Financial Aid/Financial ▪Planning for College ▪Budgeting for College 			
<p>Do instructors or counselors teach any college survival and study skills? E.g.</p> <ul style="list-style-type: none"> • Note-taking • Academic vocabulary • Reading strategies • Self-advocacy skills • Time management • Test taking • Research skills 			

Components of College Transitions	Description of Current Activities (who is doing what?)	How can you build on this and formalize the practice (who will do what)?	What changes and/or resources will you need?
<p>Do you assess barriers that may impede student persistence in your program and in postsecondary education?</p> <p>What steps do you take to help students solve problems that hinder persistence?</p> <p>Do you have partnerships with other organizations that can help support students transitioning to college? e.g. organizations that provide childcare, fuel assistance, social services.</p>			
<p>Do you encourage program alumni to stay in touch? Do you know who has gone on to postsecondary ed and how they are doing?</p> <p>Do you invite program alumni to mentor or speak to current students about postsecondary education?</p>			