



Early College High School Implementation Toolkit

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Early College High School Business Case Template

Purpose of the Tool

Developing a sound business case for an early college high school is the first step towards robust implementation; it is critical for determining whether an early college high school is an attractive solution for an institution. Without a business case as a guideline, administrators may underestimate costs, downplay risks, or overlook barriers to success. A business case also helps garner buy-in from campus constituents.

This early college high school business case template guides users through the key factors that should influence the decision to implement (or not implement) an early college high school.

Anatomy of a Business Case

The diagram below depicts the components of a business case that guide the decision of whether to move forward with an early college high school.



Developing a Business Case

Fill out the following tables to collect the information needed to develop a sound business case for an early college high school. In each table, the first consideration has been filled in with a hypothetical example response. Each table also includes customizable cells for considerations that are not already listed.

1. What are the Business Drivers?

Consideration	Inputs That Impact the Driver
Increased enrollments among recent high school graduate population	- Greater college brand awareness and reputation among high school students enrolled in early college high school who experience rigorous academic schedule - Targeting middle-performing high school student segment likely to enroll in community college or enter local workforce after completing credential
Opportunity to brand college as top destination for early STEM training among local and national employers	
Custom:	

Source: EAB interviews and analysis.

2. What are the Projected Benefits?

Consideration	Current Pain Points	Early College High School Objectives
Students explore and enjoy CTE coursework at community college	- Students unfamiliar with technical fields - Community members hold negative perception of CTE coursework and jobs - Students do not appreciate the types of credentials the community college offers	Create academic experience that introduces students to the rigor and fun of technical disciplines. Students will be more likely to pursue these fields professionally and can apply credential towards further education
Shared cost of college preparation with local school district		
Increase college access to traditionally underserved students		
Custom:		
Custom:		
Custom:		

3. What are the Associated Costs?

Consideration	Estimated Cost
Personnel Costs (e.g., principal, faculty, counselors, custodial, etc.)	
Operating Costs (e.g., recruitment, travel, supplies, books, etc.)	
Capital Costs (e.g., lease, furniture, computers, lab equipment, etc.)	
College Costs (e.g., courses and fees)	
Custom:	
Custom:	

Source: Michael Webb, "What Is the Cost of Planning and Implementing Early College High School?" Jobs for the Future and the Early College High School Initiative, November 2004; EAB interviews and analysis.

4. What are the Potential Risks?

Consideration	Risk Drivers	Ways to Avoid Risk
Flooded with applications from top-performing students	▪ <i>Opportunity for accelerated college credit accumulation only appealing to top students looking to pad resumes for elite colleges</i> ▪ <i>Middle-performing students not confident in ability to do well in accelerated environment</i>	▪ <i>Advertise early college high school as opportunity for students with <u>potential</u> to succeed, not necessarily A+ grades</i> ▪ <i>Send recruitment letters to middle-performing students and their parents</i>
Low interest in STEM or technical education in community at large		
ECHS graduates don't earn respect or jobs with local employers		
Custom:		
Custom:		
Custom:		

Early College High School Site Decision Guide

Purpose of the Tool

Early college high schools vary in several elements of their design, including site location. While some schools are located on high school campuses, others are located on college campuses, and still others have dedicated sites apart from both the high school and college partners. Site selection can be a contentious part of developing an early college high school for the first time, particularly because the decision must take budgeting and academic quality into account, and ultimately has an impact on student access and the ability to provide students with an authentic college experience.

This early college high school site decision guide outlines the key considerations college leaders should think through when selecting the location for an early college high school. Across the top row of each page, write the options considered for the early college high school site (e.g., “High School Location,” “College Location,” etc.). For each question, write down a response for the appropriate school site in the space provided.

1. Which location are we best budgeted for?

Potential Locations: (Write across the top)				Scoring (See below)
Do we currently have a ready-to-use space for an early college high school at this site?				▪ 4 pts. for YES ▪ 0 pts. for NO
Is there a budget to update a currently available space for an early college high school at this site?				▪ 3 pts. for YES ▪ 0 pts. for NO
Is there a budget to remodel a currently available space for an early college high school at this site?				▪ 2 pts. for YES ▪ 0 pts. for NO
Is there a budget to build a space for an early college high school at this site?				▪ 1 pt. for YES ▪ 0 pts. for NO
Final Scores:	_____	_____	_____	

Circle the potential site that received the highest score. This is the site with the greatest potential from a budgeting standpoint—it requires the least amount of financial investment to host the proposed early college.

2. Have we planned the academic experience for early college students?

Potential Locations: (Write across the top)			
When will students complete high school requirements (non-dual enrollment courses, only for high school credit)?			
When will students complete dual enrollment coursework?			
Who will teach dual enrollment courses?			
If high school instructors teach courses, how will we ensure academic standards are upheld? <i>For inspiration, see Tool #3, Dual Enrollment Faculty Mentoring Tip Sheet</i>			
If college instructors teach courses, how will we ensure faculty are attuned and sensitive to the needs of teenage students?			

There are no point values attached to answers in this section of the decision guide. Rather, staff should use the chart above to see which questions need greater consideration and discussion with colleagues. For each early college site under consideration, staff should know how courses will be taught and the logistics associated with each decision.

3. Which location is most accessible to early college students?

Potential Locations: (Write across the top)				Scoring (See below)
Is the site in a central location to most parts of our service area?				4 pts. for YES 0 pts. for NO
How will the majority of students travel to and from the early college high school site?				4 pts. for WALK 3 pts. for DRIVE 2 pts. for BUS 0 pts. for Blank
Is the site accessible for all staff and faculty at the early college high school?				2 pts. for YES 0 pts. for NO
Final Scores:				

Circle the potential site that received the highest score. This is the site with the greatest potential from an accessibility standpoint—it ensures students, faculty, and staff all have reliable access to the early college high school site.

4. Can we create an authentic college experience for early college students?

Potential Locations: (Write across the top)				Scoring (See below)
How will students feel connected to the college at their early college high school?				1 pt. for every idea to connect students to campus, faculty, or other students
Will students participate in first-year orientation at the college?				2 pts. for YES 0 pts. for NO
How will we ensure early college students are integrated into college life in an age-appropriate manner?				1 pt. for every idea to safely integrate students into college life
Final Scores:				

Circle the potential site that received the highest score. This is the site with the greatest potential to provide students with an authentic college experience—students will participate in academic and non-academic parts of typical college life.

Source: Michael Webb, "What Is the Cost of Planning and Implementing Early College High School?" Jobs for the Future and the Early College High School Initiative, November 2004; EAB interviews and analysis.

Dual Enrollment Faculty Mentoring Tip Sheet

Purpose of the Tool

Dual enrollment courses are typically offered on high school campuses and taught by high school faculty. Colleges that opt for this instructional arrangement realize significant cost savings compared to hosting the courses on their campuses, but must ensure that dual enrollment courses meet colleges' academic standards. High school faculty are required to have the same qualifications as college instructors to teach dual enrollment and must also maintain a "college environment" in their classrooms. Dual enrollment students must be taught to work independently, take responsibility for their actions, and seek help when needed.

Faculty mentoring programs pair a high school instructor with a college instructor who helps ensure dual enrollment classrooms have consistent academic standards and environments as college classes. The tip sheet below helps leaders interested in developing a dual enrollment faculty mentoring program familiarize themselves with the responsibilities of the high school and college faculty members involved.

High School Faculty "Mentee" Responsibilities

- ☒ Read college faculty handbook for overview of college's academic and behavioral policies
- ☒ Attend summer meeting at college to review institutional policies
- ☒ Meet with chair of relevant academic department for meet-and-greet and Q&A session
- ☒ Observe college courses held during summer term at community college
- ☒ Stay in touch with college faculty mentor via email, phone, or in-person meetings twice per month

College Faculty "Mentor" Responsibilities

- ☒ Share examples of homework assignments, quizzes, and tests that demonstrate college-level work
- ☒ Observe high school faculty mentee teaching at the beginning of the semester and provide feedback
- ☒ Remain available to high school faculty mentee to answer questions, and share best practices
- ☒ Stay in touch with high school faculty mentee via email, phone, or in-person meetings twice per month

Program Interest Online Survey Guideline

Purpose of the Tool

This survey guide reflects best practices in gathering information about high school students, their parents, and their primary college interests. It draws from Folsom Lake College's program interest online survey distributed to parents of high school students, as described on page 55 of this publication. The guide below supports directors of secondary school partnerships and other college staff responsible for recruiting high school students to campus. Staff may distribute this survey to parents to collect demographic information, communication preferences, and students' plans for college. This allows staff to cater subsequent communications to parents' needs.

 Demographic Information	 Academic Intentions	 Communication Preferences	 Primary Interests
▪ Mailing Address ▪ Student Name ▪ Student Contact Info ▪ Parent Name ▪ Parent Contact Info ▪ Current High School ▪ Gender	▪ Semester of Enrollment ▪ Campus or Campuses of Enrollment ▪ Intended Academic Degree	▪ Mode of Communication ▪ Location for College Events ▪ Available Days and Times	▪ Academic Programs ▪ Student Services ▪ Student Contact Info ▪ Learning Resources ▪ Leadership Activities ▪ Sports/Clubs ▪ On-Campus Jobs

College Readiness Survey¹

Which academic programs interest you most at Folsom Lake College? (Mark all that apply)

- | | | | |
|--|---|---|--|
| ☐ Accounting | ☐ Energy | ☐ Human Services | ☐ Physical education |
| ☐ Administration of Justice | ☐ Engineering | ☐ Humanities | ☐ Physics |
| ☐ Allied Health | ☐ English | ☐ Interdisciplinary Studies | ☐ Political Science |
| ☐ American Studies | ☐ English as a Second Language | ☐ Journalism | ☐ Project Management |
| ☐ Anthropology | ☐ Environmental Technology | ☐ Kinesiology and Athletics | ☐ Psychology |
| ☐ Art | ☐ Family and Consumer Science | ☐ Library | ☐ Public Management |
| ☐ Astronomy | ☐ Film and Media Studies | ☐ Management | ☐ Real Estate |
| ☐ Biology | | ☐ Management Information Systems | ☐ Sign Language Studies |

Which student services are you interested in knowing more about? (Mark all that apply)

- | | |
|--|--|
| ☐ Admissions | ☐ Extended Opportunities Programs and Services (EOPS) |
| ☐ Assessment | ☐ Financial Aid |
| ☐ Bookstore | ☐ Health and Wellness Services |
| ☐ Cafeteria | |
| ☐ Campus Safety | |

What sports would you like to play at Folsom Lake College? (Mark all that apply)

- | | |
|--|--|
| ☐ Baseball | ☐ Swimming |
| ☐ Basketball | ☐ Tennis |
| ☐ Cross country | ☐ Track and Field |
| ☐ Football | ☐ Volleyball |
| ☐ Golf | ☐ Water Polo |

1) Folsom Lake College, "College Readiness Survey, 2013-2014," http://www.surveymonkey.com/s/FOLSOM_LAKE_COLLEGE.

Mentor-Mentee Communication Timeline

Purpose of the Tool

This mentor-mentee communication timeline is derived from the tnAchieves calendar-prompted mentor outreach system, as described on page 57 of this publication. This reminds mentors about upcoming deadlines students must meet to complete college applications and enrollments. Staff responsible for training mentors may use the timeline below to ensure mentor communication with mentees about twice a month during the transition from high school to college.

Mentor Communication Timeline²

Date	Sample Communication
December	Introduce yourself to students and their parents/guardians.
January 1	Remind students of their team meeting date, time, and location—reassure them that you will be there, and if not, set up a time to review at a later date.
January 15	Remind students of the important February 1 FAFSA deadline; remind them often. They can file based on an estimation from last year's tax returns.
February 1	"Did you file your FAFSA? If not you have until midnight tonight!"
February 15	"Where did you apply to college? Today is the deadline."
March 1	Remind students of the March 7 th ACT registration deadline.
March 15	"Have you thought about going on a campus visit?"
April 1	"Have you called about your placement test? Call the college to schedule one now!"
April 15	"Have you asked your counselor about sending your official transcript to your chosen college?"
May 1	"Have you heard from your post-secondary institution about being accepted? Does the institution need additional information from you?"
May 15	"Do you remember your assigned New Student Orientation date?"
June 1	"Happy Graduation! Schedule an advising appointment at your college to get in great classes!"
June 15	"Do you know if you need to turn in verification documents? Call the financial aid office if you are unsure. It is due June 30 th !"
July 1	"Did you complete your New Student Orientation? If not, are you ready to attend?"
July 15	"Are you sure that your college file is complete?"
August 15	"Good luck with all your classes! Do not forget to introduce yourself to all your professors!"
September 15	"Have you used free resources available at your college, like the tutoring or writing center?"
October 15	"How are you doing in your classes?"
November 15	"Good luck on your finals!"
December 15	"Do not forget to file FAFSA again in January! The deadline is February 1 st !"

2) tnAchieves, "Suggested Mentor Communication," 2013-2014 Mentor and Counselor Handbook.

Speed Networking Conversation Prompts

Purpose of the Tool

Progressive colleges seeking to pair volunteer mentors and student mentees based on their personalities, academic backgrounds, and extracurricular interests are implementing speed networking events, as described on page 58 of this publication. Staff may furnish each mentor-mentee pair with the following conversation prompts to facilitate these seven-minute networking conversations and help guide successful matches.

Personality Fit

Engage networking participants in open-ended questions that reveal personal attitudes and priorities.

1. You're stuck on a desert island for one year with everything you need for basic survival: bread, water, shelter, and no dangerous animals in sight. What are the five most important people or things you would bring with you during your desert island adventure?
2. Where do you see yourself in 10 years? Think about what your typical day would consist of, the food you would eat, and the people you would interact with. Explain why this is important to you.
3. What are the top three attributes you look for in a college? Why are these important to you or to your college success?
4. What is your favorite quote or song lyric? Why is this statement interesting, important, or funny to you?
5. Tell your partner one thing about yourself that they don't already know.

Academic Backgrounds

Offer networking participants an opportunity to speak about academic strengths, weaknesses, and goals.

1. Student, what is your favorite topic in school? Explain why. Mentor, what was your favorite topic in school? How did it change or remain the same during your transition from high school into college?
2. What do you do when you are faced with an academic challenge? Think back to the last difficult test you took, homework assignment you were given, or question asked during class. How would you like to improve your response to these challenges?
3. Student, what is your planned academic concentration in college? If you have decided, why did you pick that concentration. If you have not decided, what options are you considering?
4. Mentor, explain your current position as a student or professional in the workplace. What skills do you use today that you learned as a student? What do you wish you learned as a student that would be useful to you today?

Extracurricular Interests

Allow networking participants to describe their lives outside of school and work.

1. What is your typical weekend like? Do you enjoy these kinds of weekends, or do you wish they were different in some way? If you were to change your weekend schedule, what would you do instead?
2. If you could go to any country in the world, where would you travel to? What kinds of things would you want to do there?
3. Have you ever had a job you love? What about a job you hate? Why did you love or hate these jobs?
4. Everyone has strengths and weaknesses. What are your top three strengths? What are your top three weaknesses? How could you improve them?
5. Student, what is your family like? Tell your partner if your family supports your college dreams, and how they do that. What extra support are you looking for?

Employer Engagement Opportunity Matrix Builder

Purpose of the Tool

Most community colleges attempt to solicit employer support with general appeals for financial donations or in-person involvement. However, employers are unwilling to fulfill these appeals because they do not understand the time commitment, resources required, or potential return on investment.

This tool is most applicable to colleges pursuing an Employer Partnership Account Management Model, as described on page 81 of this publication. Staff in the workforce development or corporate relations office may use the tool to articulate the benefits and expectations associated with different components of an employer partnership. Staff may present the matrix to a single employer or various employers to identify partners for an accelerated career pathway.

EAB Community College Cybersecurity Academy <i>Training Future Cybersecurity Specialists for Local Jobs</i>		
	Job Shadowing Rotations	Annual Curriculum Update Meetings
Name of Program Component	<i>"Cybersecurity Specialist for a Day"</i>	
Description	<i>Academy students spend one week shadowing different employees each day.</i>	
Benefit to Students	▪ Understand responsibilities of 5 cybersecurity roles ▪ Learn diversity of industry ▪ Interact with professionals	
Benefit to Employer	<i>Chance to promote cybersecurity industry and company to students—your future employees</i>	
Number of Individuals	<i>10-15 employees</i>	
Location	<i>Employer Site</i>	
Time Commitment	<i>40 hours over 1 week</i>	
Financial Cost	<i>Lunch for 50 students over one week; college will provide all student transportation</i>	

Note: Some components of our Career Academy can be tailored to meet employer needs—as long as it doesn't affect the quality of education our students receive! Please be in touch with any suggestions for improvement.

Immediate Appeal to Industry
 Subtitle of document shows that college leaders understand and cater to employer hiring needs.

Highlight the Bottom-Line Benefit
 To capture both philanthropic and profit-driven employers, detail the projected benefit of each program component to students and to the employer partner.

Give Realistic Cost Estimates
 Outline the expected amount of time, money, or in-kind resources the employer should expect to invest in the program by choosing to sponsor a particular program component. If no precise estimate is available, include a range or offer to discuss.

Allow for Employer Input
 Remain open to suggestions for program improvements that do not alter learning outcomes or quality. Employers are more likely to partner if they are consulted in program creation.

Source: EAB interviews and analysis.

How to Select Program Components for Inclusion in the Matrix

The following worksheet should be used to foster discussion on the specific program components featured in an employer engagement opportunity matrix. Staff should work individually or in small groups to complete the worksheet below.

- Which component of the accelerated career pathway program (e.g., CTE dual enrollment course, direct-to-credential career academy, STEM early college high school) needs corporate support?

- | | | |
|--|---|--------------------------------|
| ☐ Curricular Skills Mapping | ☐ Ongoing Curricular Updates | ☐ _____ |
| ☐ Job Shadowing Rotations | ☐ Employer Site Visits | ☐ _____ |
| ☐ Internship Placements | ☐ Professional Mentors | ☐ _____ |

- Is the success of this program component dependent on employer participation? ☐ Yes ☐ No

If you answered "No" to the question above, refrain from including the program component in the matrix. Employers are unlikely to sponsor a program component that does not necessitate their involvement.

- Does the program component have a direct impact on student learning outcomes? ☐ Yes ☐ No

- Are there any benefits to the employer for sponsoring this program component? ☐ Yes ☐ No

If you answered "No" to Questions 3-4 above, speak with colleagues about the program component under review. Create new language to underscore the value to students and employers. If this proves challenging, consider restructuring the component.

- Can you estimate the number of individuals needed to support this component? ☐ Yes ☐ No

- Can you identify the right location or locations to host this program component? ☐ Yes ☐ No

- Can you estimate the time commitment for employers to sponsor this component? ☐ Yes ☐ No

- Can you estimate the financial cost to employers for sponsoring this component? ☐ Yes ☐ No

If you answered "No" to any of the questions above, speak with colleagues about the program component under review. If no precise estimates are available, brainstorm a range to include in the matrix, and discuss item directly with employers.

Where to Present the Matrix to Area Employers

An employer engagement opportunity matrix can be distributed to employers through various methods; see below for some recommendations. Note that face-to-face meetings give staff the opportunity to add details and immediately address employer concerns. Mass distribution offers scale, but there are fewer opportunities to provide context on requests.

The following worksheet should be used to foster discussion on where and when an employer engagement opportunity matrix may be presented to area employers. Staff should work in small groups to brainstorm different methods of distribution and discuss the feasibility of each for their institution.

Face-to-Face Meetings

- ☐ Scheduled meeting with local employer
- ☐ Workforce Investment Board meeting
- ☐ Local Chamber of Commerce meeting
- ☐ _____
- ☐ _____

Mass Distribution Channels

- ☐ Direct emails to current employer contacts
- ☐ Mass email to all companies in service area
- ☐ Dedicated page on institutional website
- ☐ _____
- ☐ _____

Source: EAB interviews and analysis.

Sample Account Manager Position Descriptions

Purpose of the Tool

These sample job descriptions are derived from job postings listed on publically available websites. The highlighted positions are most applicable to colleges pursuing an Employer Partnership Account Management Model, as described on page 81 of this publication. Vice presidents of workforce development may reference these position descriptions during staff training modules or post the descriptions directly to hire new staff members.

Corporate Engagement Manager³

Position Description

The Corporate Engagement Manager will facilitate day-to-day interactions between [the college], interns, and corporate partners and will assist interns in their career growth through training, ongoing support, counseling, and mentoring during and after the internship phase of the program.

The Corporate Engagement Manager will co-develop and deliver weekly Internship Management Classes, designed to assist interns in developing professional behaviors and transitioning into the workforce and higher education. S/he will also work closely with the Corporate Engagement team to effectively manage and grow partner relationships and raise the awareness of [the college's] internship program.

The ideal candidate is a strong communicator across a variety of audiences and has experience working with internship programs, on the program, college/university or corporate side. We are looking for a proactive self-starter who can build relationships with multiple varied constituents.

Account Management

- Act as primary point of contact, account manager, and representative of [the college]
- Provide responsive and high-quality customer service to key stakeholders in each account
- Drive internal sales within corporate accounts to expand number of internship seats and alumni hires
- Maintain Salesforce.com database on intern placements ensuring complete and accurate data
- Develop corporate partner account maps that accurately represent current corporate partnerships

Intern Support

- Ensure intern success by tracking intern absences and performance issues; managing and tracking intern check-ins, and coordinating communication to managers
- Troubleshoot and escalate issues and opportunities in internship performance as appropriate
- Implement and manage intern support resources by working closely with Site Leaders and Advisors
- Develop, implement, manage, and serve as primary contact for intern time sheet and status reports

3) Year Up, "Corporate Engagement Manager," *LinkedIn*.

Source: EAB interviews and analysis.

Corporate Engagement Manager (Cont.)³

Qualifications

Desired Background

- Bachelor's degree required; Master's degree preferred
- 2-3 years' experience in successful job-placement, workforce-development or internship programs and an interest in experiential education
- Demonstrated experience building relationships, growing partnerships, and communicating with a variety of business leaders from different sectors

Professional Character

- Good judgment and the ability to prioritize workflow and manage multiple projects simultaneously
- Ability to build strong professional relationships with others across the organization and with external partners
- Ability to lead, willingness to be led, and comfortable with situational leadership.
- Ability to model the highest level of professionalism
- Commitment to diversity and inclusion

Professional Skills

- Proficiency with Microsoft Office applications especially Word, Excel, Outlook, and PowerPoint
- Excellent communication skills

Apprenticeship Consultant⁴

Position Description

The Apprenticeship Consultant will serve as the lead outreach and technical expert for representing [the college] in the assigned geographic area.

Apprenticeship Identification

- Proactively generates new opportunities for the promotion and development of registered apprenticeship programs as a workforce development tool in the assigned region of geographical responsibility
- Manages an extensive network of stakeholders across the public and private sector within the region of responsibility in order to identify opportunities for program expansion and promotion
- Consults with company executives and conducts worksite visits to assess the viability of registered apprenticeship as an appropriate tool to meet individual or group employer training needs

3) Year Up, "Corporate Engagement Manager," *LinkedIn*.

4) Apprenticeship Carolina™, "Apprenticeship Consultant," *Diverse Jobs*.

Source: EAB interviews and analysis.

Apprenticeship Consultant (Cont.)⁴

Apprenticeship Coordination and Development

- Manages technical assistance process for employers interested in establishing registered apprenticeship programs and guides program development from origin to completion
- Identifies informational and financial resources that are available to employer sponsors to assist with the development and sustainability of registered apprenticeship programs in conjunction with stakeholders, and develops proposals for employer consideration that demonstrate the viability and complexity of possible implementation

Internal and Operational Responsibilities

- Provides regular recommendations to internal team concerning strategic and procedural barriers to regional success and proposes strategies for enhancing overall Initiative success
- Represents [the college] at local, regional, and state-level meetings pertaining to apprenticeships, workforce development, and economic development to promote awareness of apprenticeship offerings

Qualifications

Desired Background

- Master's degree in relevant area preferred
- Experience with economic development or industry association organizations
- Demonstrated success with rural development and with employers in SC rural areas a plus.
- Experience in sales of complex products or services

Professional Skills

- Demonstrated success in meeting goals and creative problem solving
- Experience delivering presentations to diverse audiences, particularly business and industry leaders
- Clear communication skills with internal colleagues

4) Apprenticeship Carolina™, "Apprenticeship Consultant," *Diverse Jobs*.

Source: EAB interviews and analysis.

Recruitment Letter Templates

Purpose of the Tool

Early college high schools can positively impact middle-performing high school students' odds of college enrollment and success; however, these students often hesitate to apply for early college programs because of reasons ranging from low self-confidence to a perception that programs are too expensive. As such, college leaders must actively recruit middle-performing students into early college high school programs and address common barriers to enrollment in the initial communication.

This tool highlights the key elements of an early college recruitment letter for prospective students and their parents. Staff may work individually or in small groups to brainstorm each section of the exercise, write ideas in the space provided, and ensure initial communication is both comprehensive and approachable.

Primary Element	Purpose and Considerations	Brainstorming Workspace
 Greeting	- Formal greeting to student and their parents - E.g. "Dear," "To," etc.	<i>Ex. Dear Richa and Drs. Bishnoi, Greetings from EAB Community College!</i>
 Explanation and Benefits	- Explain what an early college program is - Detail benefits of participation	<i>Ex. Early college is a unique opportunity for high school students like your daughter to earn a college credential at the same time as they earn their high school diploma.</i>
 Commitment and Cost	- Outline length of program - Include costs for tuition, books, course fees, etc. - Link to grant resources	<i>Ex. Through our partnership with your local school district and Acme Inc., there is zero cost to join our program.</i>
 Reassurance	- Build student's confidence in their intelligence - Include list of frequently asked questions	<i>Ex. This early college isn't reserved for A+ star students; we're more excited to work with students with all kinds of grades who are bright, curious, and willing to work hard.</i>
 Next Steps	- Remind students of application deadlines - Promote upcoming informational workshops	<i>Ex. If you'd like more information about the program, there are a few things you can do—see our application on the website, or come to our information meeting on June 2nd.</i>
 Sign Off	Ensure signature includes preferred name of early college director and full contact information	<i>Ex. If you have any questions, don't hesitate to get in touch. My phone number is included below. Best, Amanda</i>

Source: EAB interviews and analysis.

Anatomy of an Early College Acceptance Package

Purpose of the Tool

This tool is most applicable to colleges preparing students for entry into an early college high school, as described on page 76 of this publication. Directors of high school partnerships and any staff involved in the development of an early college high school may use the tool to build an acceptance package for incoming students. The Forum recommends that acceptance packages include three key elements for success:

1. **Student Letter:** Communication that reassures students of their decision to participate in an early college program and communicates academic and behavioral expectations for a “real college student”
2. **Parent Letter:** Communication that underscores the importance of parental involvement, and educates parents on their role and responsibilities in the early college program
3. **College Merchandise:** Items that encourage students to identify with the college culture

The Student Letter

The worksheet below should be used to write a letter to students accepted into an early college program. Staff may work individually or in small groups to brainstorm each section and write ideas in the space provided.

Primary Element	Purpose and Considerations	Brainstorming Workspace
 Greeting	- Casual, excited greeting for high-school age audience - E.g., “Hi,” “Hello,” “Welcome!”	<i>Ex. Hello, Marisol! Welcome to the program!</i>
 Reassurance	- Build student's confidence in their intelligence - Review early college benefits	<i>Ex. You were specially selected for our early college program—get ready to learn about advanced health care career paths.</i>
 Reminders	- Remind students of important deadlines and due dates - Promote upcoming events	<i>Ex. Don't forget our mandatory orientation for all new students on August 28th. We'll need your immunization form at that time.</i>
 Success Tips	- Outline rigor of college work and behavioral expectations - Provide guide for success	<i>Ex. We want you to be prepared for college-level work—see the brochure in your package for tips to succeed!</i>
 Sign Off	Ensure signature includes preferred name of early college director and full contact information	<i>Ex. If you or your parents have any questions, don't hesitate to get in touch. My phone number is included below. Best, Emilia</i>

Source: EAB interviews and analysis.

A High School Student’s Guide to College Success⁵

Middlesex Community College sends the following brochure to high school students beginning dual enrollment and early college programs through the college. Parts of the brochure were adopted with permission from the Minnesota Association for Developmental Education.

Outside Cover

LOOKING AHEAD to COLLEGE

Attending college and earning a college degree opens doors. On average, people with a college education earn almost twice as much as those with only a high school diploma.

College can be challenging, but also personally – and financially – rewarding. You can prepare now for the many opportunities it offers.

Middlesex Community College and your high school will work with you to help guide you in a direction that will be both fulfilling and rewarding.

Look inside to see what you can do in high school to make that next step a successful one, as well as the important differences between high school expectations and college expectations.



MCC is one of the largest, most comprehensive community colleges in the state. We offer more than 75 degree and certificate programs, plus hundreds of noncredit courses, during the day, evening and weekend, on our Bedford and Lowell campuses, and online.

Middlesex – a great place to begin your future!



Bedford Campus



Lowell Campus

Contact Middlesex:

Call: 1-800-818-2434

Visit: www.middlesex.mass.edu

Email: middlesex@middlesex.mass.edu

Portions of this brochure were adopted with permission from the Minnesota Association for Developmental Education College Readiness Brochure found at www.mnade.org

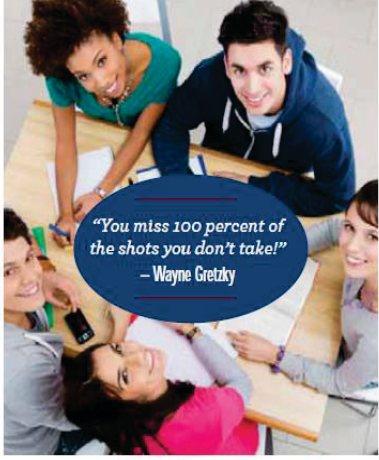


MIDDLESEX
Community College
A great place to begin your future

Getting Ready for College



A High School Student's Guide to College Success



"You miss 100 percent of the shots you don't take!"
– Wayne Gretzky

 **Reassurance** of the value of early college programs

 **College Brand** clearly displayed in program literature with attractive colors, layout, and pictures

5) Middlesex Community College, "Getting Ready for College: A High School Student's Guide to College Success".

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Source: EAB interviews and analysis.

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A High School Student's Guide to College Success (Cont.)⁵

Inside Content

Getting Ready for College



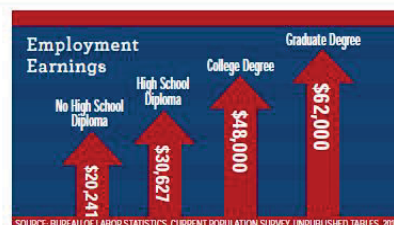
PREPARING for COLLEGE

High school is designed to prepare you for college. As a high school student, there are actions you can take now to make sure you're ready for college.

WHILE in HIGH SCHOOL

- ▶ Take four years of math.
- ▶ Take college preparatory, enrichment or honors courses.
- ▶ Take elective courses that develop background knowledge, such as sociology, psychology, geography, anthropology, biology, chemistry and physics.
- ▶ Develop strong communications skills: reading, writing, speaking and listening.
- ▶ Take critical-reading and study-skills courses to prepare you for college-level work.
- ▶ Forget about "senior slide" – colleges want to see that you have challenged yourself all four years of high school.
- ▶ Prepare for college placement testing.
- ▶ Explore your college options – investigate and visit a variety of different programs and campuses.
- ▶ Reach out to people who know – talk to friends or relatives in college, admissions representatives and counselors.

See your guidance counselor about college and career readiness strategies that will help you achieve your goals.



WHAT'S THE DIFFERENCE between HIGH SCHOOL AND COLLEGE?

① ACADEMIC ENVIRONMENTS

HIGH SCHOOL

- ▶ Most classes meet daily
- ▶ Teachers cover all content in class
- ▶ Teachers give structured assignments
- ▶ Final grades reflect student effort and motivation

COLLEGE

- ▶ Most classes meet 2 to 3 times per week
- ▶ Successful students take responsibility for all content, whether covered in class or not
- ▶ Successful students evaluate assignments; discuss with peers; ask for clarification when in doubt
- ▶ Final grades reflect quality of your work & adherence to college-level standards

② STUDENT RESPONSIBILITIES

HIGH SCHOOL

- ▶ Teachers require attendance
- ▶ Teachers remind students of assignments, test dates, etc.
- ▶ Teachers review content, formulate study guides and create questions for you
- ▶ Teachers direct research projects, provide source lists and library time
- ▶ Teachers may contact parents about a student's performance

COLLEGE

- ▶ Successful students attend all classes, even if attendance is not required
- ▶ Successful students follow their course syllabi, complete assignments, prepare for tests without reminders
- ▶ Successful students take notes, create study guides, come up with their own questions
- ▶ Successful students know how to independently conduct research, use the library and Internet effectively
- ▶ College faculty and staff contact students, not parents (unless students give permission)

③ STUDENT SUPPORTS

HIGH SCHOOL

- ▶ Students frequently have daily contact with teachers
- ▶ Students receive regular guidance and feedback from teachers, counselors
- ▶ Teachers and parents identify students who need extra help or special accommodations

COLLEGE

- ▶ Student contact with instructors can be limited – and is often by email
- ▶ Successful students seek feedback and guidance from peers, tutors and instructors
- ▶ Successful students ask for help; are proactive about seeking access to free tutoring and academic assistance



Success Tips fill the majority of pages in this brochure. Readers are given both academic and behavioral tips to succeed as a college student:

- Maintaining academic rigor through high school coursework
- Best practices and to-do's for a smooth transition into college
- Identifying the differences between high school and college

5) Middlesex Community College, "Getting Ready for College: A High School Student's Guide to College Success".

Source: EAB interviews and analysis.

The Parent Letter

The worksheet below should be used to write a letter to parents of students accepted into an early college program. Staff may work individually or in small groups to brainstorm each section of the exercise and write ideas in the space provided.

Primary Element	Purpose and Considerations	Brainstorming Workspace
 Greeting	- Formal greeting for older, parent audience - E.g., "Dear," "To," etc.	<i>Ex. Dear Mrs. Siegel, Greetings from EAB Community College!</i>
 Value of Involvement	- Review benefits of early college program - Highlight when students may need guidance	<i>Ex. Our early college is a unique opportunity for your child—but they'll need your help to stay motivated and succeed.</i>
 Reminders	- Remind parents of important deadlines and due dates - Promote upcoming events	<i>Ex. Our mandatory orientation for all new students is on August 28th. We'll also kick off our Parent Ambassador program there.</i>
 Parent Education	Offer resources for parents to learn college terms, procedures, and rules so they can help their child	<i>Ex. If you're new to the college process, or it's been a while, we have you covered. Our Parent Listserv will keep you informed!</i>
 Sign Off	Ensure signature includes preferred name of early college director and full contact information	<i>Ex. If you or your child has any questions, don't hesitate to get in touch. My phone number is included below. Best, Emilia</i>

Optional Element	Purpose and Considerations	Brainstorming Workspace
 Formal Commitment	Underscores the importance of parental involvement while students participate in early college	<i>Ex. Please review the terms in our parental commitment form below, sign, and return to our office by August 28th.</i>

Transition Academy Parent Commitment Form⁶

Elgin Community College hosts high school students on their campus for three weeks during the summer for academic remediation and professional skills development workshops. As part of students' participation in this "Transition Academy," their parents must agree to remain involved in their academic and social development. The commitment form below is derived from the college's direct communication with parents.



Elgin
Community
College

Transition Academy Parent Commitment Form

The involvement of parents or other significant adults clearly has a dynamic effect on student achievement. This is a fact that is known by educators, and parents alike. This program has taken into account the positive role you are capable of playing in the success of students.

Each student must be supported by a parent who will co-sign the statement of commitment to follow through with the requirements of the Academy.

The Academy has outlined ways to encourage your involvement. We will provide many channels of communication including training to assist you.

- Parents will participate in face to face meetings when requested.
- Parents will review test information with their student.
- Parents will participate in the Speakers' Bureau which will be an integral part of the Academy.
- Parents adults will participate in training in Internet-based communications including web and email in order to assist student and to fully understand the expectations of the Academy.
- Parents adults will provide (on time) transportation to and from the Transition Academy classes/sessions.
- Parents adults will participate in the collection of data for the Transition Academy

Student Name: _____

Student Grade: _____

Parent Name: _____

Student's High School: _____

I understand the requirements of the Transition Academy and I am committed to providing the necessary support for the success of my student in the program.

Parent Signature: _____

**Value of
Involvement**

**Formal
Commitment**

6) Elgin Community College, "Transition Academy Parent Commitment Form"

Regular Mail or Email?

Most colleges communicate with accepted students via paper-based mail—they claim this adds a personal touch to an acceptance package and is sure to stand out in a full inbox. However, for institutions with limited funds for mailing fees, email may be a low-cost alternative to send out early college acceptance packages. Before committing to this route, however, staff should use the diagnostic below to determine if email is the right format to send acceptance materials.

Student Letter and Materials

- 1. Do most students in your service area have reliable Internet access and actively use their emails?

☐ Yes ☐ No
- 2. Does your staff currently (or potentially) have access to students' email addresses?

☐ Yes ☐ No
- 3. Are components in the acceptance package formatted for mobile viewing on a phone or tablet?

☐ Yes ☐ No

If you answered "No" to any of the questions above, consider a paper mail strategy to reach students.

Parent Letter and Materials

- 1. Do most adults in your service area have reliable Internet access and actively use their emails?

☐ Yes ☐ No
- 2. Does your staff currently (or potentially) have access to parents' email addresses?

☐ Yes ☐ No
- 3. Are components in the acceptance package formatted for mobile viewing on a phone or tablet?

☐ Yes ☐ No

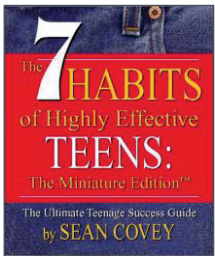
If you answered "No" to any of the questions above, consider a regular mail strategy to reach parents.

College Merchandise

Successful early college programs help participants to feel like “real college students” by integrating them into campus life, starting with the acceptance package. The list below is a sample of such college-branded items.

-  **Apparel:** T-shirts, sweatshirts, jerseys, socks, etc.
-  **Gift shop fare:** Key chains, snow globes, mouse pads, mugs, etc.
-  **Books:** Motivational how-to, college historical non-fiction, etc.
-  **Campus news:** Student newspaper, literary magazines, etc.

Example from Middlesex Community College



Middlesex Community College sends each student in their early college high school program a copy of the book *The 7 Habits of Highly Effective Teens*, by Sean Covey. This helps them develop independence and other college-ready skills.

Source: EAB interviews and analysis.

Faculty CTE Observation Worksheet

Purpose of the Tool

An essential part of recruiting students into early college high schools is turning skeptical high school faculty into allies of community college technical programs. Forum research found that high school faculty often deter students from enrolling in career and technical education (CTE) courses because of misconceptions about low rigor and limited career opportunities in technical industries. Lehigh Career and Technical Institute (LCTI) hosts field trips on their campus for high school instructors to learn about the benefits of technical education, as described on page 70.

This tool is derived from the faculty observation worksheet developed by LCTI. Staff responsible for increasing enrollment in accelerated career pathway programs may distribute this to high school faculty observing CTE classrooms for the first time.

Learning Walk Data Collection Tool⁷



Faculty Career and Technical Education Observation Worksheet

<i>Level of Student Engagement</i>	<i>Evidence of Academic Integration</i>
<i>Name of Instructor:</i>	
<i>Rigor of the CTE Curriculum</i>	<i>Evidence of High Expectations</i>

Sample Associate Degree Checklists

Purpose of the Tool

Accelerated career pathways provide high school students a streamlined path into applied degree programs at the community college. Regardless of whether students are enrolled in a single CTE 101 course, a career academy, or an early college high school, students should understand how early credits may be applied to a community college credential.

These sample associate degree checklists are derived from the Wake Early College of Health Sciences at Wake Technical Community College. Staff may distribute the checklists to students and their parents during orientation to an accelerated career pathway program and use the checklist during check-ins with students throughout the semester.

Associate in Arts Degree Graduation Checklist⁸

EAB Community College
AA Degree Graduation Checklist

Student Name: _____ ID# _____

Core Requirements

I. Composition (Choose 2 courses – 6 credit hours)

☒ English 111 ☒ English 112

II. Humanities/Fine Arts (Choose 4 courses – 12 credit hours)

☒ English 232 ☐ Comm 110 ☐ Comm 120 ☐ Comm 231 ☐ Humanities 115

☐ Phil 240 ☐ Religion 110 ☐ Span 111, 181 ☐ Span 112, 281 ☐ Spanish 212, 282

III. Social and Behavioral Sciences (Choose 4 courses – 12 credit hours)

☐ History 111 ☐ History 112 ☐ History 131 ☐ History 132 ☐ Political Sci 110

☐ Political Sci 120 ☐ Psy 150 ☐ Soc 210 ☐ Soc 213 ☐ Anthro 210

☐ Anthro 220 ☐ Econ 251 ☐ Econ 252

IV. Natural Sciences (Choose 2 courses – 8 credit hours)

☐ Bio 110 ☐ Bio 111 ☐ Bio 112 ☐ Bio 120 ☐ Bio 130

☐ Bio 140, 140A ☐ Chem 151 ☐ Chem 152 ☐ Geo 120 ☐ Geo 130

☐ Phys 151 ☐ Phys 152 ☐ Phys 251 ☐ Phys 252

⁸ Wake Technical Community College, "Associate in Arts (AA) Degree Graduation Check Sheet: WECHS Version".

Associate in Science Degree Graduation Checklist⁹

EAB Community College AS Degree Graduation Checklist

Student Name: _____

ID# _____

Core Requirements

I. Composition (Choose 2 courses – 6 credit hours)

☒ English 111 ☒ English 112

II. Humanities/Fine Arts (Choose 3 courses – 9 credit hours)

☒ English 232 ☐ Comm 110 ☐ Comm 120 ☐ Comm 231 ☐ Humanities 115
☐ Phil 240 ☐ Religion 110 ☐ Span 111, 181 ☐ Span 112, 281 ☐ Spanish 212, 282

III. Social and Behavioral Sciences (Choose 3 courses – 9 credit hours; must select one History course)

☐ History 111 ☐ History 112 ☐ History 131 ☐ History 132 ☐ Political Sci 110
☐ Political Sci 120 ☐ Psy 150 ☐ Soc 210 ☐ Soc 213 ☐ Anthro 210
☐ Anthro 220 ☐ Econ 251 ☐ Econ 252

IV. Natural Sciences (Choose 2 courses – 8 credit hours)

☐ Bio 110 ☐ Bio 111 ☐ Bio 112 ☐ Bio 120 ☐ Bio 130
☐ Bio 140, 140A ☐ Chem 151 ☐ Chem 152 ☐ Geo 120 ☐ Geo 130
☐ Phys 151 ☐ Phys 152 ☐ Phys 251 ☐ Phys 252

V. Mathematics (Choose 2 courses – 8 credit hours)

☒ Math 171 (and lab, Math 171A) ☒ Math 172 (and lab, Math 172A)

VI. Additional Natural Sciences/Mathematics Required (Choose 2 courses – 8 credit hours)

☐ Bio 110 ☐ Bio 111 ☐ Bio 112 ☐ Chem 151 ☐ Chem 152
☐ Geo 120 ☐ Math 271 ☐ Math 272

9) Wake Technical Community College,
"Associate in Science (AS) Degree".

Cross-Functional Staff Proficiency Quiz Template

Purpose of the Tool

Community college staff are often available to answer questions and provide one-off support to students navigating the intake process for the first time. This guidance is incredibly valuable to students overwhelmed with questions about forms, deadlines, or finances. As such, staff must be knowledgeable about *all* aspects of the application and enrollment process—not just within their own department.

The cross-functional staff proficiency quiz below is derived from an assessment used at Sinclair Community College, as described on page 46 of this publication. College leaders may use this template to build a similar quiz on their campuses to ensure student services staff can navigate a student information system with ease and help students with frequently asked questions.

Cross Training Faculty Datatel Quiz¹⁰



Staff Name: _____

1. Does the student have an active application?

2. What is the student's residency status?

3. What is the student's assigned my.sinclair username?

4. What is the student's preferred email address?

5. For what term did the student last register at Sinclair?

6. What courses did the student take during his or her first term at Sinclair?

7. What grades did they receive for each of them?

Ask Staff to Answer Questions About:



Basic Demographic and Contact Information



Course Registration and Academic Standing



Standardized Test Scores and Placement Exams



Financial Aid Status



Enrollment Issues or Challenges

¹⁰) Sinclair Community College, "Cross-Training Faculty Datatel Quiz".

Source: EAB interviews and analysis.

Workplace Soft Skills Observation Form

Purpose of the Tool

The most effective accelerated career pathway programs offer students both the academic training and soft skills development to succeed in a professional workplace. The latter is especially important for students from traditionally underserved backgrounds, who often lack the communication and personal skills sought at the entry level. College leaders must be well attuned to the needs and expectations of the workplaces their students will enter after graduation from the institution: What will graduates need to know to secure a job? What will graduates need to demonstrate to be successful in their role and move up through the ranks?

College staff responsible for the development of an early college high school or career academy may use the following Workplace Soft Skills Observation Form to identify the types of soft skills students should learn to be successful in a particular workplace or industry. Colleges with early college high schools or career academies already in place may also use this tool for continuous improvement.

When to Use a Workplace Soft Skills Observation Form

The timeline below shows how a workplace soft skills observation form may be used to develop hands-on activities for students in accelerated career pathways. The following pages provide staff with guidelines to coordinate observations with an employer and record their observations of top-performing employees over an established period of time. Note the recommended timelines listed below depend on a variety of factors including college staff availability, number and size of employer sites visited, number of entry-level roles available, and rapidity of change in selected industry.



Source: EAB interviews and analysis.

Step One: How to Schedule a Workplace Observation

The list of questions below provides college staff a starting point to schedule workplace observations with a plant or office manager. These questions help determine the number of individuals to be shadowed, the number of days observations will be held, and the manner employees will be informed about the upcoming workplace observation.

6 Questions for a Workplace Manager

1. We prepare students to graduate our program with _____ (*college credential*). Which entry-level positions are they qualified for?
2. Within each of the positions you described, can you recommend a top-performing person(s) in the role?
3. For each of the positions described, do you consider the role cyclical, or similar throughout the year?
4. In addition to silent, non-interfering observations, may we conduct short interviews with employees?
5. Would observations or interviews lower productivity, or put the worker (or observer) in danger?
6. What is the best way to communicate the workplace observations to your employees?

If more than one person is identified as a “top-performer” for a single role, determine if they are valued for different skill sets. If not, there is no need to observe several individuals within a single role—this may drain limited college staff time.

If a role is considered cyclical, college staff must observe several individuals in the role who are at different stages of a cycle. This ensures full understanding of responsibilities in a cycle.

If observations are considered dangerous or a hindrance to employee productivity, college staff may not be allowed to conduct workplace observations over a series of days. Work with managers to determine if off-site interviews are an acceptable substitute for on-site observations.

Managers should send out the initial communication to employees about workplace observations to garner buy-in and provide context about the request. When managers send this communication out (via email or through an in-person meeting), employees are more likely to agree to the observation. If managers are initially hesitant about communicating with employees, college staff should offer to draft a short description of the observation and its goals.

Step Two: How to Record Observations of Top-Performing Employees

College staff tasked with conducting workplace soft skills observations should use the form below to record their observations during the workday. Note that for each employee observed, the college staff member should record the types of tasks completed that fit each skill category and the level of importance that skill has in the day-to-day tasks. Categories are derived from the Pearson *Workplace Personality Inventory* assessment.

Employee Name: _____			Job Title _____		
Manager's Description of Employee: _____					
Category	Considerations	Observations	Category	Considerations	Observations
Social Influence	▪ Ability to lead others ▪ Ability to set goals ▪ Ability to take on new responsibilities	<i>Is this essential to the role? What tasks does the employee complete to make you think this is important to the role?</i>			
Interpersonal Skills	▪ Cooperation ▪ Ability to empathize ▪ Amount of time spent working in groups	<i>Is this essential to the role? What tasks does the employee complete to make you think this is important to the role?</i>			
Independence	▪ Ability to stay on task without oversight ▪ Amount of time spent working alone	<i>Is this essential to the role? What tasks does the employee complete to make you think this is important to the role?</i>			
Self-Control	▪ Ability to handle stress ▪ Ability to regulate emotions, reactions ▪ Ability to adapt to changes	<i>Is this essential to the role? What tasks does the employee complete to make you think this is important to the role?</i>			
Conscientiousness	▪ Attentive to details ▪ Adherence to rules	<i>Is this essential to the role? What tasks does the employee complete to make you think this is important to the role?</i>			

Source: EAB interviews and analysis.

Student Business Challenge Strategy Guide

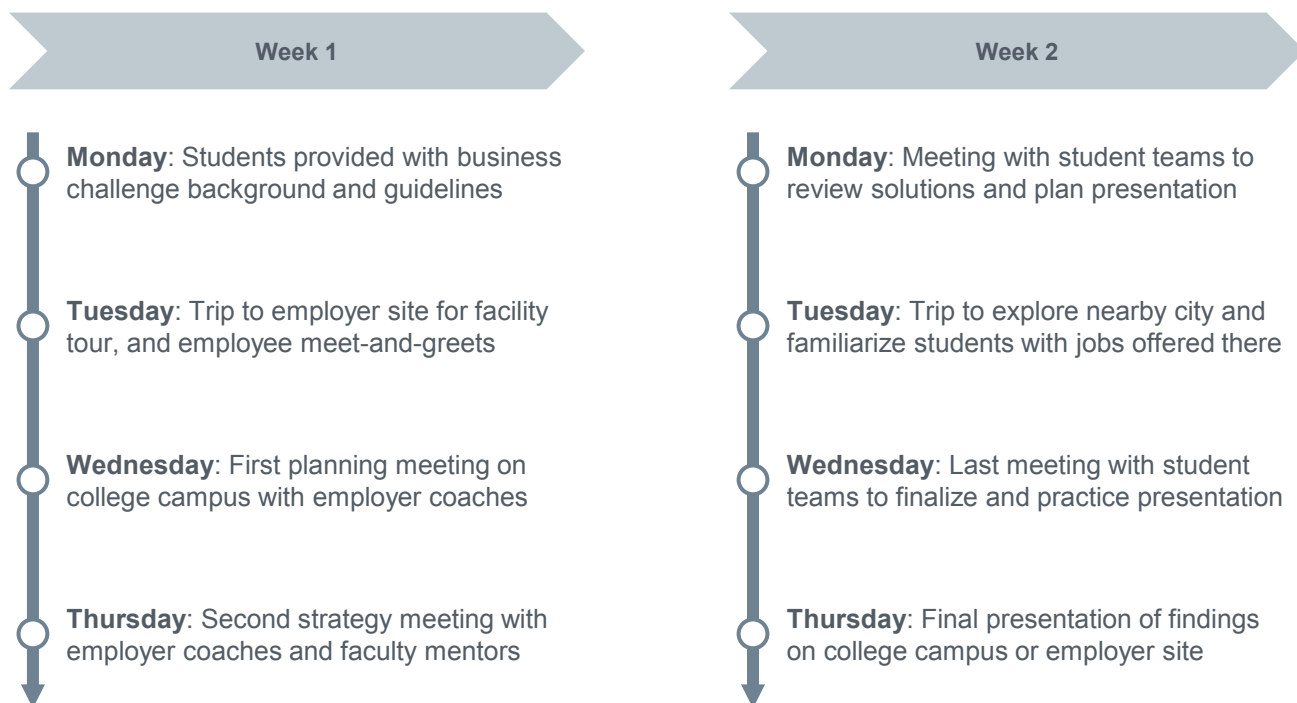
Purpose of the Tool

Case studies offer students an opportunity to step into the professional world and understand how classroom lessons are applied to real-world business challenges. Students may work in groups to brainstorm recommendations to the challenge presented, which can range widely depending on the industry of focus. For example, a local bank may ask students to develop a new financial product that appeals to teenagers, or an area call center may need assistance to build a social media communication strategy. Business challenges strengthen students' math and literacy competencies and also develop professional skills such as critical thinking and public speaking.

College staff may use the following strategy guide to build business challenges for students enrolled in an accelerated career pathway program. The first part is a sample timeline derived from Elgin Community College. The second part of the tool is meant to help student participants organize group work during the business challenge.

Student Business Challenge Timeline

Students participating in Elgin Community College's business challenge develop recommendations over the course of two weeks. The timeline below is a sample of the activities that take place during this time period.



Source: EAB interviews and analysis.

Student Group Work Organization Templates

Students participating in Elgin Community College's business challenge develop recommendations over the course of two weeks. The timeline below is a sample of the activities that take place during this time period.

Project Timeline Tracker

Milestone	Team Member Responsible	Deadline
<i>Divide up responsibilities among each team member in the group—who will be the secretary? Who will be the treasurer?</i>	<i>All</i>	<i>October 28th</i>
<i>Talk through team's understanding of the business challenge with employer coach—ensure proper articulation of problem.</i>	<i>All</i>	<i>October 30th</i>

Project Log

Action or Event	Team Member Responsible	Start Date	End Date
<i>Write notes from field trip to employer worksite</i>	<i>Phillip</i>	<i>October 29th</i>	<i>October 30th</i>

Source: EAB interviews and analysis.

