



BRIDGE TO COMMUNITY COLLEGE TOOLKIT

BATEC
Bunker Hill Community College
DotWell
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About the Toolkit Collaborators

This Toolkit is the result of a collaborative effort between Broadening Advanced Technological Education Connections (BATEC) and its college partners. Primary contributors include Deborah Boisvert, BATEC Executive Director and DotWell staff members Lauren Anderson and Doreen Treacy.



The National Information Security and Geospatial Technologies Consortium (NISGTC) is a three-year, Department of Labor grant established in 2011. Collin College in Frisco, TX serves as the lead for the consortium that includes Bellevue College, Bunker Hill Community College, Del Mar College, Moraine Valley Community College, Rio Salado College and Salt Lake Community College. The primary goal of this grant is to help Trade Adjustment Act (TAA) workers, whose jobs have been moved out of the country, veterans, non-traditional and traditional students in obtaining employment in their chosen high-demand and high-wage Information Technology (IT) career. For more information, visit www.nisgtc.org.



In Boston, Bunker Hill Community College offers the opportunity for community residents to attain stackable academic certificates or degrees as well as industry certifications aligned with a career ladder of increasing job roles and wages. These credentials are helping to prepare graduates to successfully fill the many open positions in the IT industry. Students can take advantage of state-of-the-art virtual laboratories, mentor relationships with businesses, internships, a private tutoring den, special advising, career coaches and new and updated curriculum. For more information, visit www.bhcc.mass.edu.



DotWell is a community-based organization, specifically a formalized collaborative effort of its two founding organizations: the Codman Square Health Center (CSHC) and the Dorchester House Multi-Service Center (DHMSC). DotWell provides high quality comprehensive clinical and community-based services; a well-maintained physical plant that meets the needs of the community; a team of staff that are both entrepreneurial and practical; state-of-the-art technology available for use by the staff and the community; and unparalleled involvement by a diverse group of stakeholders including staff, clients, board members, elected and appointed officials, and collaborators. For more information, check out www.dotwell.org.



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About BATEC

BATEC [Broadening Advanced Technological Education Connections], a National Center of Excellence for Computing and Information Technologies, is dedicated to the complex mission of developing career-focused pathways to high technology education and facilitating work experience for motivated, typically underserved high school, community college and university students in four urban regions – Boston, Chicago, San Francisco and Las Vegas. These four regions feature a high demand for skilled labor coupled with great opportunities for building new connections in skills-training and workforce development.

BATEC engages the region's secondary school teachers, community college and four-year faculty in two key areas: (1) professional development training on new and emerging information technologies and; (2) curriculum development focused on the design and delivery of a new IT education and workforce continuum. The result is students accessing the academic, technical, and professional skills instruction necessary to design, develop, support and manage the hardware, software, multimedia, and integrated systems used in our workplaces.

BATEC Mission Statement

BATEC develops and promotes a coordinated, self-sustaining, regional education and workforce development system for IT, one that will attract a diverse student population to IT careers, promote lifelong learning of IT skills and support the workforce needs of the region's IT companies and departments.

BATEC Vision Statement

BATEC is transforming education to develop the new IT professional for the 21st century by: (1) providing curriculum adaptation and professional development to deliver relevant, standards-based programs that are regionally connected, advanced in content and pedagogy and industry-linked; (2) attract and advance a diverse population of technology students who can effectively meet the challenges of emerging technologies and changing economies; and (3) connect education, industry and community to promote mutually-beneficial partnerships that support career development, lifelong learning and regional economic growth.

Why is BATEC Critical?

As defined by the National Research Council (NRC), IT workers are those persons engaged primarily in the conception, design, documentation, adaptation, implementation, deployment, training, support, documentation, and management of information technology systems, components or applications (2001). The speed of development in IT and technology in general has changed the paradigm of education. Academia needs an interdisciplinary approach that balances rigor with applied methodologies to prepare students for the constantly evolving needs of industry.

Educational pathways in IT do not often follow a linear progression from a high school diploma to an associate degree at the community college and a bachelor's degree or beyond at the university level. Because of the dynamic nature of the technologies, students increasingly weave in and out of the education and workforce arena, confused by the vast options and discouraged by redundant or mismatched course offerings. The BATEC education and business partners use IT skill standards and performance-based assessments to align education and workforce development opportunities to facilitate efficient transition from one point to the next.

Equally important, BATEC documents lessons learned, disseminating innovative programs and findings to collaborative partners in Academia – authoring more relevant curricula, streamlining the costly and burdensome effort of developing educational materials, and connecting it to industry – communities – developing methods to increase the diversity and skill level of its citizens and the region's competitiveness- and industry, animating businesses to provide value to underserved communities above and beyond philanthropy.

BATEC measures success by three metrics: (1) closer collaboration with community and industry; (2) flexibility of delivering education and training and; (3) long-term sustainability.

For more information about BATEC, please visit www.batec.org

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Introduction

For many adults, the prospect of returning to school for a college degree or additional training is daunting. Work schedules, transportation difficulties, and family responsibilities can make it seem impossible to take that next step to more secure employment, higher earnings, and a defined career path. The rate of graduation from community college for students over the age of 25 is only 13%. However, by establishing a technology education career ladder that meets non-traditional students where they live and that connects directly to the administrative offices of college partners, The Bridge to Community College Program can empower non-traditional students to complete a college degree.

What is the Bridge-to-Community College Program?

The Bridge to Community College (Bridge Program) is a holistic approach to easing non-traditional learners into post-secondary coursework in technology. It typically offers two free credit-bearing technology courses – an introductory survey course followed by a more in depth course - combined with English and Mathematics tutoring to reinforce the basic math and literacy competencies required for entry into a community college. The Bridge Program transitions students into higher education by partnering with Community Based Organizations (CBOs) to host introductory college technology courses on site and aid students’ transition to the partner community college.

“I haven’t been in school in a long time, and I was never good at math. I wanted to try to further my education. The tutoring and introductory computer courses are helping.”

Bridge Student

In addition to the college courses students take at the CBO, the Bridge Program addresses common barriers keeping many potential students out of school. Bridge students have typically earned a high school diploma or GED, but still need to improve their technology skills for postsecondary education and/or the workforce. In the program, students complete all required matriculation paperwork for the partner community college as a pre-requisite to attending the CBO courses, easing the transition to the community college. Additionally, Bridge students receive one-on-one case management and participate in college readiness workshops including college admissions, financial aid, course registration, and major selection prior to transitioning to the community college, improving their success rate.

Who is the Target Audience for the Bridge Program?

The Bridge Program aims to reach non-traditional students who have completed a high school diploma or passed the GED and are interested in pursuing higher education, especially those who have attended college or technical school in the past, but did not complete a degree.

How to Use This Toolkit

This toolkit is designed to assist community and technical colleges and CBOs develop a coordinated Bridge to Community College Program in their community, both for institutions with a history of working with CBOs and for those that are exploring the process for the first time. For the former, it offers the opportunity to evaluate and restructure current processes. For the latter, it is intended to serve as a step-by-step guide to planning and implementing a Bridge Program.

The toolkit is divided into nine sections, plus an appendix of sample program materials. Each section is focused on a specific aspect of planning and implementing the Bridge Program.

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|-----------|--|
| Section 1 | Introduces the Bridge Program |
| Section 2 | Guidelines for partner organization selection and institution specific roles and responsibilities |
| Section 3 | Pre-launch preparation activities focusing on logistics and marketing strategies |
| Section 4 | Recruitment and admissions best practices |
| Section 5 | Content for program orientation session |
| Section 6 | Curriculum guidelines and course sequencing |
| Section 7 | Student academic and wellness supports |
| Section 8 | Transitioning to college and graduation |
| Section 9 | Bridge Program assessment and evaluation process |
| Appendix | Sample curriculum, planning documents, marketing materials, evaluations and administrative forms for implementing the Bridge Program |

ORGANIZATION SELECTION, ROLES AND RESPONSIBILITIES

The Bridge Program will be most successful with partners that are fully committed to the mission of the Bridge Program and who have the institutional resources to support it. Criteria to consider when selecting the key institutional partners for a local Bridge Program are listed in the following pages.

Community-Based Organization Selection

CBOs provide strong support to their communities through a wide range of services such as health care, housing assistance, adult education programs, community organizing, and workforce development. In lower-income communities, the organizational missions of the CBOs typically include education and economic development and therefore align with the goals of the Bridge Program.

However, mission and constituent alignment is just the starting place for determining an ideal CBO partner for the Bridge Program. Additional criteria to consider include:

- **Location:** There are two geographic considerations with regard to selecting a CBO partner site: (1) proximity to the community college; (2) proximity to the target population for the Bridge Program.

Ideally, the CBO partner is located within a short commuting distance of the college and accessible via public transportation in areas where public transportation is available. A CBO partner near the college acclimates students to the college commute. Second, to promote student recruitment and retention, identify potential host sites that are located in the same community as the Bridge Program's target demographic. For non-traditional students, offering the initial Bridge Program courses in a familiar and easily accessible neighborhood location will simplify the logistics of the home/work/school shuffle and decrease the initial stress of adding a higher education commitment to an already crowded schedule.

- **Reputation:** It is critical to consider the reputation of a potential CBO partner by engaging in a two-pronged due diligence process with both the local philanthropic community and community members. With the former, your goal is to understand whether the CBO has a reputation among funders of delivering quality programs that yield results. If the feedback is positive, this bodes well for program sustainability as the CBO site is likely to be able to raise private funds for site expenses not covered by the Bridge Program.

"In my job I don't use computers much, and I felt like I was falling further behind professionally. I had taken two classes at this [community site] before. The pace is excellent --you work at your own pace, reviewing, doing practice labs -- a little bit of however you learn."
Bridge Student

With regard to the latter, soliciting honest feedback from community members is equally important because regardless of what the funding community thinks, if an organization does not have credibility on the community level, the Bridge Program will not be successful. Community members must trust and respect the CBO and it must have the reputation of delivering on program promises to confer legitimacy on the new Bridge Program initiative.

- **Education Programs:** The CBO partner should offer basic education program offerings like GED or basic technology courses. This will ensure that qualified potential Bridge Program students at a predictable base-line skill level are already in steady supply.
- **Technology Capacity:** The CBO partner must have a computer lab that is up-to date technologically, able to accommodate a college computer class, and with adequate IT support on site to address issues as they may occur during the course. Initial due diligence is especially critical on this criteria. Optimally, the college partner will have clearly written minimum hardware and network specs before approaching a prospective CBO site so that if a site is without adequate technology to support a Bridge Program you know at the outset. It cannot be assumed that a computer lab with equipment and network infrastructure sufficient for teaching basic office software computing courses will support interactive on-line course software which requires significantly greater processing and network capacity. Additionally, institutional IT security settings may prohibit the exchange of files from the on-line course server to the site server.

While all of the issues cited above may be resolvable, it is critical to understand the full IT environment during the due diligence process so that informed decisions can be made by potential Bridge Program partners.

- **Marketing & Recruitment:** The CBO partner must have the ability to market the program and provide recruitment venues where program information sessions can be held. In this sense “marketing capacity” doesn’t refer so much to the size of the agency’s marketing budget so much as the breadth and depth of the organizations social capital and connections in the community, as well as a fully developed outreach strategy and the capacity to implement it.
- **Case Management:** The CBO partner should have case management capacity to address the myriad social and economic barriers that adult learners in low-income communities encounter on their educational path. Establishing support networks and addressing obstacles to success while the student is in the Bridge Program improves the odds of success once the transition to the community college occurs.

Community College Selection

The success of the Bridge Program is equally dependent on a partnership with a local, reputable community or technical college. The college must be able to deliver a quality college experience to the Bridge Program students both administratively and academically. Potential community college partners should be evaluated on the following criteria:

- **Course/Curriculum Alignment:** The community college must offer appropriate credit-bearing courses for the Bridge Program. The level of courses can be determined by the overall educational and technological experience of the Bridge cohort but must be the next stackable credential for the student’s educational trajectory.
- **Faculty:** The college partner must provide culturally competent technology faculty members who have a background in working with adult students with limited college and/or technology experience.
- **Internal Champion:** A successful Bridge Program requires an “Internal Champion” at the college to serve as the college’s liaison to the program. The liaison will be the point of contact at the college for all matters related to the Bridge Program and therefore must have access to decision-makers in both administrative and faculty positions. This individual also provides the link for students at the CBO with the college.
- **Academic Support Services:** The college must provide academic support services such as admissions and financial aid workshops, college advising, career information, and transition programs throughout the partnership process, starting while students are earning credits in the community and continuing through their full matriculation at the college.
- **Flexible Course Schedules:** Non-traditional students require more flexibility in course meeting times – especially with core courses that are required for more advanced coursework. Ideally students will have options that include evening and weekends, accelerated weekend courses, and on-line courses.

“This class has been the best class I’ve been in. The professor’s style of teaching is exquisite. There’s no way to live in this world without [technology skills] – you’re obsolete.”

Bridge Student

Partners' Roles and Responsibilities

After you've identified the partnering community college and CBO, they'll need a better understanding of the human resources required to deliver a quality Bridge Program. Key roles and responsibilities for both the CBO partner and the college partner are outlined below.

Community-Based Organization Roles and Responsibilities

Bridge Program Coordinator - serves as an academic and administrative link between the Bridge Program and the community college; coordinates marketing and recruitment of students; coordinates onsite logistics.

Key Deliverables:

- Develop and disseminate marketing material to prospective students
- Coordinate recruitment information sessions for applicants
- Schedule student interview sessions with Bridge academic team members
- Collect all application materials from applicants
- Maintain program communication with students on program changes and other announcements
- Organize an orientation session for new student cohorts
- Help coordinate graduation ceremony planning
- Serve as a support staff for instructor, tutor, and program academic director

Bridge Program Case Manager – serves as a resource for Bridge students supporting their academic progress by providing case management to ensure student wellness and offer support as necessary.

Key Deliverables:

- Administer a standardized intake assessment to all incoming students to identify opportunities to support their educational success
- Develop individual coaching plans for Bridge Program students
- Support students in implementing their plans
- Document and track progress of students

Community College Roles and Responsibilities

Academic Chair – serves as the point person for the strategic planning activities between the community college and the CBO.

Key Deliverables:

- Work with the *Community College Administrative Liaison* to identify and put in place all strategic activities and personnel at the college necessary to deliver the Bridge Program
- Serve as an education consultant for the CBO to identify and address logistical needs for the course
- Design the Bridge Academic Calendar
- Coordinate monthly feedback sessions between instructors, tutors, and coordinator/case manager
- Conduct assessment and evaluation of the Bridge Program

College Transition Counselor – advises Bridge Program students on topics such as community college enrollment, advising, and registration.

Key Deliverables:

- Liaise with coordinator/case manager and instructor to deliver workshops on admission and financial aid processes for the Bridge students
- Process all Bridge Program application materials collected from the CBO host site
- Organize group and individual advising sessions in collaboration with coordinator/case manager and instructor
- Match students to appropriate individual college advisors
- Organize and hold a new student orientation session for the Bridge students at the community college
- Collaborate with coordinator/case manager and instructor to keep student enrollment status up-to-date

Community Course Instructor – provides computer instruction, assesses students' computer skills based on college-level standards, individualizes the curriculum when warranted, and evaluates student progress.

Key Deliverables:

- Assess applicants computer skills to ensure Bridge readiness
- Participate in strategic planning meetings for overall delivery of program objectives
- Maintain attendance and grade records
- Advise and counsel students regarding course progress and challenges
- Maintain office hours once a week
- Collaborate with the coordinator/case manager to address student support needs

Tutor – plays an important role in helping the students prepare for college success in a noncredit-bearing environment. Before the start of the program students are given the Accuplacer College Math and English Placement Tests, a computer-based assessment. The tutor then creates an individualized program for the students including small assessments to check the students' progress along the way. Before transitioning to the community college, students retake the *Accuplacer* so that they can enroll in the appropriate course. By brushing up on the basics of English and Math, the Bridge students avoid the cost and frustration of taking remedial classes after their transition to the community college. Tutors sometimes also support students with the courses they are taking, in which case they'd need a background in that course as well.

Key Deliverables:

- Proctor initial *Accuplacer* assessments
- Create individualized tutoring programs for Bridge students
- Lead class, small group, and individual tutoring sessions
- Set-up several small assessments to evaluate progress
- Proctor exit *Accuplacer* assessments

Community College Administrative Liaison – serves as the internal college administrator for the Bridge Program, coordinating all academic processes i.e. admission, advising, billing, financial aid, registrar, graduation, orientation, faculty and tutor hiring and contracts, typically the grant Co-Principal Investigator or a faculty member.

Key Deliverables:

- Identify/recruit and hire a faculty instructor for the Bridge Program
- Identify/recruit and hire a Math and English tutor for the Bridge Program
- Assign a faculty advisor who will serve as the college transition counselor
- Recruit college admission and financial aid staff members to deliver college and financial aid application workshops
- Complete all appropriate contracts and billing requests for the Bridge Program

Program Preparation

Initial Partner Meeting

Once the CBO and community college partners have agreed to collaborate on a Bridge Program, schedule an initial meeting to work out the logistics, budget, and partner roles in the collaborative. Defining roles and collective objectives up front will help the team to remain synchronized and on task throughout the year. Suggested topics:

- **Equipment Readiness** - Discuss the facilities of the CBO partner, making sure the computer lab has all of the required hardware and software for the program. Determine a plan for resolving technical problems with the computers. For example, will the community college's IT Department address IT hardware, software, and/or network issues, or will the CBO partner be in charge of that responsibility?
- **Budget** - Create a detailed budget that separates what items are paid for by the grant, and what items by the individual partners. Be sure to include seemingly insignificant items such as supplies, food, event planning, and the costs of running and maintaining the computer lab.
- **Hiring (if Necessary)** - Some of the positions above can be merged to better fit the staff already in place, however, if hiring new team members is necessary discuss a timeline, budget, and roles for finding the new staff.
- **Establish an Annual Schedule** - The community college and CBO partners may observe different organizational holidays. Both organizations should review their respective organizational calendars and establish a Bridge Program academic calendar that aligns with the partnering organizations. It is also prudent to identify dates for quarterly partner meetings, the annual culminating event, and qualitative and quantitative evaluation screening dates to ensure that key staff from both organizations will be in attendance.
- **Establish Measureable Objectives** - Setting goals and establishing bench marks at the outset allows the partners to monitor metrics and measure performance from year to year. Suggested metrics:
 - Number of applicants
 - Number of enrollees
 - First semester completion number
 - Second semester/graduation completion numbers
 - Attendance rate
 - Class GPA
 - Improvement on the Accuplacer scores
 - Number enrolled in community college

Site Logistics

With the information determined in the initial partner meeting, the Bridge Coordinator can address the logistical items as soon as possible. Consider these steps first:

- Space Needs
 - Reserve rooms for information sessions, interviews, and classes
 - Reserve graduation location
- Order Supplies

Marketing

Marketing is a critical component to attracting students to the Bridge Program and includes both formal and informal communications. The informal communication may be done through flyers, posters, and word-of-mouth. The formal steps include mailing and emailing application material to specific CBO members and following up with a presentation.

Creating/Editing Marketing Materials

The first step to launching an effective marketing campaign is creating all of the necessary marketing materials. It is a good idea to save these in a number of file types to ensure their usability for all partners. Because the Bridge Program is designed to improve the computer literacy of the students, many of whom may not actively use computer, don't limit marketing solely to email and the internet.

- **Flyer** – Best if left simple, include an image and the who, what, when, where, and why of the program
- **Newspaper Ad** – Can be used to advertise an information session or the program itself. The flyer can be repurposed as an ad.
- **Application Form** – Include contact and demographic information, as well as essay prompts.

In-Person Marketing

Face-to-face time is the most effective way to generate interest in the Bridge Program. Targeting individuals with barriers to pursuing a college education may require guidance and encouragement.

- **Methods**
 - **Flyering** – Strategically placed flyers catch the attention of potential students
 - **Tabling at events** – The perfect opportunity to meet large groups of people in an informal setting without the added stress of planning the event

- **Recruitment Locations**
 - **Library** – The library serves as a great location for posting flyers and speaking to potential students. Put a flyer up on the community board and ask a librarian about upcoming events, like parent-child read along groups, resume writing seminars, or beginner computer classes where giving a short Bridge Program presentation may be an option.
 - **Schools** – Try marketing to parents at resource fairs, sending home flyers in take-home folders, set up a table a school dismissal time, and present at PTA meetings.
 - **Neighborhood Civic Association Meetings** – Present and talk to members of the community at these meetings. Individuals there are generally well connected within the community and may provide tips on other locations suitable for outreach.
 - **Grocery Stores and Farmers’ Markets** – Everyone eats! Spend an afternoon at the grocery store catching individuals who might not frequent CBOs or libraries.
 - **Health Centers** – Post flyers on the community board and ask to present at a staff meeting. Health professionals hold a built-in level of trust with their clients. If a nurse or doctor suggests the program, individuals may be more likely to pursue the program.
 - **Religious Institutions** – In many communities, churches and synagogues serve as key connectors for community members. Linking with congregational leadership to promote your Bridge Program is a great way to reach potential students.

Pipeline Partnerships

Establishing referral pipelines from internal programs at the CBO as well as identifying external programs aligned with the Bridge Program’s mission can significantly reduce the amount of effort required in the recruitment process. Schedule a coffee meeting with the Program Director or Coordinator of these programs to enable you to understand how your programs might cross-populate enrollment through a bi-directional referral process. Potential partnerships include

- **GED or ESOL Programs** – Often the best predictor of an adult student’s commitment to their academic future is their most recent course or program history. Students who persisted in GED or ESOL programs have demonstrated their ability to complete an academic program, and come into your Bridge Program on solid footing.
- **Community Coalitions** – Many cities have coalitions of organizations that share related missions and can be beneficial to recruitment efforts. Such coalitions can include education and literacy coalitions, anti-poverty coalitions, and legal and financial services coalitions.
- **Other CBOs** – Within one neighborhood there may be several organizations serving perfect candidates for the Bridge Program.

- **Internal Programs** - Programs held at the partner CBO can also serve as a pipeline to the Bridge Program. Students who already have a relationship with the CBO are more likely to understand the commitment necessary to complete the program.

Online Marketing

It is essential that all of your marketing materials are readily available electronically as well as physically printed and distributed. By posting recruitment information online, it can easily be shared by case managers, librarians, teachers, and community members. Consider posting your Bridge Program marketing materials in the following virtual venues:

- **Community-Based Organization and Community College Websites** – Don't forget to post the recruitment materials in a visible place on the partner websites! This will be the first place people go to look for the information.
- **Newspaper Websites** – Some newspapers provide free ad space for nonprofits. If free ad space isn't available and there isn't room in the budget to pay for it, try including the open house in the community news section.
- **Community Portals** – Reach out to local bloggers and community portal webmasters. They are often looking for new topics for posting and may reach different groups that the other marketing methods are missing.
- **Mailing Lists** –The CBO may have a former participants list or may be a member of various coalition Listserv groups. Utilizing these tools places the marketing materials straight into community members' inboxes.
- **Social Networking Websites** – Share the information on the CBO's Facebook page and Twitter accounts and encourage viral sharing of your Bridge Program posts and Tweets.

Information Sessions

In addition to promoting the program as a whole, the marketing materials should be geared toward attracting students to the information sessions. Ideally, information sessions will be held at the CBO to give prospective students a better feel for the organization and what the program will be like.

Individuals attending the information session will likely already have an understanding of the basic information, so the time spent in the information session should help the prospective students visualize themselves in the program. Give a tour of the computer lab. Ask the professor to talk about the class in an encouraging manner, while addressing the rigor of the program as well.

The case manager/coordinator will promote the wraparound services included in the program. Most importantly, allow for a question and answer session. The students know better than anyone what information is most important to them.

Admissions

The Bridge Program offers non-traditional students an unprecedented opportunity to take community college courses at no cost to them in a setting that caters to their specific needs and encourages their success. The student and the organizations alike should view the program as an investment in the individuals' futures and the admission process should match that significance. With an effective marketing campaign attracting students, the admissions process should run smoothly utilizing the following steps:

Application Collection

The CBO partner creates and distributes a physical and online application form to be completed by all prospective students and returned to the program coordinator. The application is ideally supplemented by a copy of a high school transcript/GED and a series of essays relating to the student's academic goals, his/her technology skills, how the program will help them meet those goals, and how they will make time in their life to ensure successful completion of the program.

Screening

Through the information provided in the application and the interview, the academic director and program coordinator gauge the applicant's ability to complete the program and commitment to completion. If a prospective student turns in an application that clearly indicates a lack of qualifications for the program (i.e. limited computer skills or college level English language literacy), the Bridge coordinator will suggest to the individual local resources that will ready the applicant for admission in a later cycle.

Interviews

Candidates who submit promising applications are encouraged to continue to the interview process.

- We suggest putting candidates before a diverse interview panel consisting of two to three interviewers representing the community college and CBO, as well as a program alum. Suggested Questions:
- What is your experience with technology?
- How will you contribute to the class and help other students succeed?
- How do you want this course to change you?
- Who, outside the class, will be your best support? How will they support you?
- How are you committed to academic success now in a way you were not last year, 5 years ago, or 10 years ago?
- Where do you work?
- What is your transportation mode to class?

- Do you have child care arrangements (if he/she has children)?

Student Selection

Hold a deliberation after all of the applicants have interviewed. Once the panel has selected the final cohort, typically no more than 20 students, the Bridge Program coordinator mails/emails the students with the official notification of acceptance into the program.

Orientation

Prior to the start of the first academic course, we advocate conducting two types of orientation sessions, preferably during the same day/time that the academic class will meet to ensure alignment with students' schedules.

Bridge Program Orientation

The Bridge Program orientation is an opportunity for students to meet and connect informally as well as to create a shared understanding of the course operation and roles and responsibilities of all of the Bridge Program partners: the CBO, the college, and the students. During this session, provide light refreshments introduce students faculty and staff to each other; share information about the academic calendar, curriculum, and materials required for the course; review the student contract agreement that outlines the program expectations as well as students roles and responsibilities; and answer logistical questions that students may have about parking, use of the technology lab outside of class time, carpooling, etc.

Sample Orientation Agenda

- Welcome and Introductions—Academic Director
- Instructor overview of program
 - Calendar
 - Curriculum
 - Materials
 - Student Contract: Role, Responsibility, Attendance, and Code of Conduct
- Tutor Overview
 - Assessments
 - Tutoring schedule
- CBO Information
 - Other Programming
 - Role of the Coordinator/Case Manager
- Community College Information
 - Turn in paperwork
 - Overview of transition
 - Potential majors

IT Orientation

IT Orientation is intended as five sessions which are the first part of the Bridge Program, but precede the college course. IT Orientation dually assures that students enter the Bridge Program with the minimum technical skills to succeed in the course and that they have the commitment to handle college level work. For the latter reason, all students must complete

IT Orientation. Topics include file management, Google tools, Microsoft Word, professional social networking, and cloud computing. At a minimum level, students must know the basics of a QWERTY keyboard and how to create a folder structure in the cloud to be passed on for a technical course like CIT110.

Program Operations

Schedule

Most college classes require 48 hours of class time per 3-credit course. It is at the discretion of the partner organizations to determine how to divide this time. The Bridge Program can last a year, employ a traditional 16-week semester model, or the classes can be run for more hours per week to facilitate faster graduation. It is important to recognize that Bridge students may not initially understand the demands of a college course, so it is important to start slower and then accelerate as needed later in the program.

Curriculum

The curriculum of the Bridge Program will vary depending on the course offerings of the community college and the specific focus of the program. However, an introductory survey course followed by a more in-depth course is a practical formula to follow as it teaches students how to engage with both breadth and depth courses. One such sequence is “Introduction to Computer Systems” followed by a more advanced “Computer Applications and Concepts” class.

Teaching Tips

- Adult students may interact with material and the classroom differently than traditional students. Be patient and encourage the students to draw on their real world experience.
- Provide clear and consistent instructions.
- Be flexible.
- Acknowledge their other commitments: Adult learners may be employed or have kids and this program is an additional responsibility to their busy lives.
- Determine a formal method of communication between the instructor, tutor, and program coordinator, in order to address student issues efficiently.
- Utilize online materials and textbook PowerPoint presentations if available.
- Lectures/Demonstrations: Use lectures and demonstrations to highlight the most important material from the textbook as well as highlighting how the information relates to the working world.
- Assignments: Vary assignments to cover concept review, skill review, and challenge questions that may not have been directly covered in the lecture, but require the students to apply the theory taught to a new situation. These assignments may require the application of various software packages.
- Quizzes: Scheduled quizzes help ensure students are staying on track and help reduce test anxiety.

- Exams: Schedule three exams per course, with the final test being cumulative. Prior to each exam, provide review sheets to help students recall all of the content covered and to serve as a study guide for the exam.

Student Support

Student Academic Support

Tutoring – Upon acceptance into the Bridge Program, students take a college placement test, typically the Accuplacer, as a cohort. The test helps the tutor to understand the students' English and Mathematics skill sets and design a comprehensive academic support program to better prepare students for the academic rigor of college coursework.

Tutoring sessions are intended to improve the students' Accuplacer scores so that the students will place into higher division courses, avoiding the additional time and fees of remedial coursework. Students are then grouped into cohorts determined by their placement test results. The tutor works with each of the groups based on skill level. Forming peer learning cohorts reduces the amount of lecture time for the tutor and creates a dynamic learning environment where the stronger students help the students struggling with the material. Tutoring may take place an hour before or after a session, or on non-class days; the important thing is that they occur.

Student Wellness Support

Initial Assessment - The week before classes begin, the case manager holds one-on-one sessions with each of the students to complete a wellness assessment and spends time getting to know the student. This session is the first step to building confidence and trust with the student. Some of the questions may feel intrusive to the students; if this is the case, the case manager should remind the student that the questions are asked to encourage reflection and assist in creating goals for his/her experience in the program.

- **Study Skills** - Ask questions about academic performance in the past. What helped him/her to excel in a class? When did he/she do poorly? Why? What were his/her favorite classes and why? How will he/she study and succeed in these classes?
- **Financial Health** - Does the student have a job? Does his/her partner have a job? Does the student feel stressed about his/her finances? Does he/she have debt? Does he/she use a budget to manage spending?
- **Health** - Does the student have any health concerns and is a primary care physician monitoring them? Does the student have a regular exercise routine?
- **Resources** - Is the student eligible for assistance programs such as SNAP, WIC, Section 8 housing, childcare stipends, child support, or heating assistance?
- **Family Situation** - Is the student in a relationship? Does he/she have children or elderly family members under his/her supervision?
- **Goal Setting** - Work with the student to generate three goals for his/herself referring to the answers the student gave in the initial assessment. In addition to writing out the goals, ask the student to set up a plan for success. Is he/she looking for a job? How about a goal of submitting one application a week? Etc.

Follow-up Appointments with Coordinator - Meet with the students regularly to check in on their goals, discuss their progress with the tutoring, and talk about their performance in the class.

- **FAFSA** - During tax season or as the program is drawing to a close, help each of the students to complete a FAFSA application. This can be done in a group setting with each of the students on individual computers or it can be integrated into one of the case manager's follow-up appointments.

Transition to College

Community College Transition

To facilitate the students' transition into college at the end of the program, the following academic activities should be integrated into the Bridge Program curriculum:

- **College Admissions Information Session** - Gives students the opportunity to understand the process, to learn about academic programs, and to identify formal next steps towards matriculation
- **Financial Aid Information Session** - Helps students become more familiar with the application process, the financial aid guidelines, and the various college funding options
- **Career Information Session** - Allows students to learn about various career tracks and opportunities for internships and jobs
- **Advising Information Session** - Provides students with a understanding of the process and helps them plan their course registration
- **Community College Orientation & Registration Session** - Assists students with course registration, offers students a tour of the college, teaches library skills, introduces computer lab procedures, and distributes student IDs

Graduation

Recognize and celebrate the students' academic achievement by hosting a graduation event! Here are a few tips:

- Ask the academic director or instructor to make a speech about the accomplishments of the students
- Allow the class to self-select student speakers
- Hand out invitations for the students to distribute to family and friends
- Hold the graduation during the typical class time or poll the class for the most convenient time to hold the graduation
- Provide refreshments
- Distribute certificates that indicate completion of the Bridge Program
- Promote the mindset of transition. This is not the end of the students' education!

Program Evaluation

Quantitative and Qualitative Assessments

Quantitative data should be gathered using student application and class records. The data sets should include:

- Number of applicants
- Number of enrollees
- First semester completion number
- Second semester/graduation completion numbers
- Attendance rate
- Class GPA
- Improvement on the Accuplacer scores
- Number enrolled in community college

In addition to the quantitative assessment, we also recommended conducting a qualitative assessment of the program. The qualitative assessment includes pre and post student surveys to capture students' opinions about the program. Consider holding a focus group at a midway point in the program to gather feedback from the students, enabling you to attend to their concerns.

Sample Focus Group Questions

- Why did you decide to join the Bridge Program?
- What were your expectations for the class and how do you feel they have been met so far this semester?
- What are you hoping for the next semester? Any changes?
- What are your educational goals after the Bridge Program?
- How do you think you will use the skills learned in the Bridge Program?
- Do you feel the program and staff supports you in your educational goals?
- What type of supports would help you reach your educational goals?

Data Management

Be consistent with recording both the quantitative and qualitative data. Proving progress allows the organization to monitor success and increases the odds of securing future funding. Individual student data can also be used to validate their progress.

Efforts to Outcomes (ETO) is one of the most popular data management tools for social service agencies. Using ETO as a tool, the case manager can store student demographic information, build attendance trackers and assessments, and set goals for the individual

students in the program. ETO can then aggregate the data into charts and graphs to exhibit progress over time, overall accomplishments, or success in relation to other variables.

Appendix

- [Sample Program Planning Task List](#)
- [Sample Graduation Event Task List](#)
- [Sample Memorandum of Understanding](#)
- [Sample Flyer](#)
- [Sample Application Cover Letter](#)
- [Sample Bridge Program Application](#)
- [Sample Pre-Post Survey Questions](#)
- [Sample Student Acceptance Letter](#)
- [Sample Student Contract](#)
- [Sample Wellness Assessment](#)
- [Sample CIT 110 Curriculum](#)

Sample Program Planning Task List

| LOCATION: | | | | | | |
|--|------------------|-------------|-----------------------|-----------------|------------------|--|
| LAST CLASS: | | | CLASS BEGINS: | | | |
| TASK | LEAD TIME | DAYS | BY WHOM? | TIC DATE | DONE DATE | |
| * Devise Budget for upcoming fiscal year | 14 weeks prior | 111 | Academic Director | | | |
| * Meeting with Bridge partners | 12 weeks prior | 84 | | | | |
| Discuss budget | | | Multiple team members | | | |
| Establish Annual Schedule, including holiday | | | Multiple team members | | | |
| Discuss Expectations | | | Multiple team members | | | |
| Deadline Dates | | | Multiple team members | | | |
| * Schedule all rooms for program year | 12 weeks prior | 84 | | | | |
| Informational sessions (2 nights) | | | Coordinator | | | |
| Reserve rooms for interviewing | | | Coordinator | | | |
| Classroom space | | | Coordinator | | | |
| Mid-Year evaluation rooms | | | Coordinator | | | |
| Reserve Graduation Space | | | Coordinator | | | |
| * Review all forms and materials | 12 weeks prior | 84 | | | | |
| edit flyer | | | Coordinator | | | |
| create/edit newspaper ad | | | Coordinator | | | |
| edit/revise application | | | Coordinator | | | |
| * Assess staffing and hire as necessary | 12 weeks prior | 84 | Multiple team members | | | |
| * Begin Student Recruitment process | 10 weeks prior | 70 | Coordinator | | | |
| <i>EXTERNAL</i> | | | | | | |
| Post marketing materials online | | | Coordinator | | | |
| Drop flyers off | | | Coordinator | | | |
| Present at meetings | | | Coordinator | | | |
| Tabling events | | | Coordinator | | | |

| | | | | | | |
|---|---|---------------------|-----|-----------------------|--|--|
| | <i>INTERNAL</i> | | | | | |
| | Post marketing materials on partner web sites | | | Coordinator | | |
| | Set up internal referrals | | | Coordinator | | |
| * | Begin Faculty Selection process | 10 weeks prior | 60 | Multiple team members | | |
| | Review all applicants | | | Multiple team members | | |
| | Interviewing process | | | Multiple team members | | |
| | Final decision on faculty | | | Multiple team members | | |
| * | Students application process | 8 week prior | 56 | Multiple team members | | |
| | Review all applications | 6 weeks prior | 56 | Multiple team members | | |
| | Interviewing process | 8 week prior | 60 | Multiple team members | | |
| * | Final decision on students | 4 weeks prior | 28 | Multiple team members | | |
| * | Purchase classroom supplies | 2 weeks prior | 14 | Coordinator | | |
| * | Create welcome packets for students | 2 weeks prior | 14 | Coordinator | | |
| * | Complete data entry of students profile | 2 weeks post | 14 | Coordinator | | |
| * | Graduation | Graduation | 257 | Coordinator | | |
| * | Wrap-up Meeting with all partners | Grad + 2 weeks post | 271 | Multiple team members | | |

Sample Graduation Event Task List

| | LOCATION: | | | | |
|---|--|------------------------|-------------------------|-----------------|------------------|
| | LAST CLASS: | | GRADUATION DATE: | | |
| | TASK | Lead Time: Days | BY WHOM? | TIC DATE | DONE DATE |
| * | Set Graduation Date with partners | 270 | | | |
| | Confirm space booking | 270 | | | |
| * | Order Paper Supplies | 60 | | | |
| * | Invitations and Program | 60 | | | |
| | Create/edit Invitation | 60 | | | |
| | Create/ Edit mailing List | 60 | | | |
| | Prepare invitations for mailing | 45 | | | |
| | Mail all invitations | 30 | | | |
| * | Building Service request | 30 | | | |
| | Set-up for table and chairs | 30 | | | |
| | Microphone and Music | 30 | | | |
| | Request extra trash barrels/bags | 30 | | | |
| | Confirm access to "kitchen" area | 30 | | | |
| * | Brainstorm faculty gifts | 30 | | | |
| * | Request final graduate list from instructor | 30 | | | |
| * | Decorations | 10 | | | |
| * | Order Food | 14 | | | |
| * | Program | 14 | | | |
| | Edit program | 14 | | | |
| | Determine timing for each speaker | 14 | | | |
| * | Order/Create graduation certificates | 14 | | | |
| * | Create information packets for graduates | 14 | | | |
| * | Create nametags for students and alum | 14 | | | |
| * | Flowers | 7 | | | |
| * | Establish hour by hour Tic list for day of event | 7 | | | |

| | | | | | |
|---|--|--|--|--|--|
| * | List of items for gradation reception | | | | |
| | Tablecloths | | | | |
| | Serving spoons, eating utensils | | | | |
| | Containers for chips etc., paper goods | | | | |
| | Name tag labels | | | | |
| | Clipboards, pens | | | | |
| | Digital camera | | | | |
| | Microphone working | | | | |
| | Background music | | | | |
| | Faculty gifts | | | | |

Sample Memorandum of Understanding

Memorandum of Understanding Between

**Broadening Advanced Technological Education Connections (BATEC)
at the University of Massachusetts, Boston**

AND

**[Community College Partner]
[Community Organization Partner]**

FOR

The Bridge-To-Community College Program

This MEMORANDUM OF UNDERSTANDING is hereby made and entered into by and between the Broadening Advanced Technological Education Connections, hereinafter referred to as BATEC, and [community college partner], hereinafter referred to as [name], [CBO partner], hereinafter referred to as [name].

A. PURPOSE:

The purpose of this MOU is to continue to develop and expand a Career Ladder Education Program known as The Bridge to Community College between [partner names] to develop mutually beneficial technology education programs and activities at local community-based organizations. The Bridge Program provides adult learners, who are high school graduates, with no college experience and basic technology skills with a college education pathway. The Bridge Program is comprised of two credit-bearing technology courses combined with academic support in English and Mathematics; a comprehensive college readiness component, which includes workshops for college admission and financial aid; and advising sessions in matriculating, career planning, and transition to college.

B. STATEMENT OF MUTUAL BENEFIT AND INTERESTS:

BATEC benefits include an active partnership with [partner names] to plan and execute a self-sustaining technology education pathway for local community adult learners. The benefits for [community college] through this cooperative effort are provided through the strategic development of education outreach activities to enhance student enrollment into the college's technology programs.

The benefits for [CBO partner] through this partnership are provided through the support and development of the centers' college education programs especially in the technology fields.

The mutual benefit for all parties is to provide a public education option to low-income and currently under-served residents of local communities.

C. BATEC SHALL:

1. Function as a key grant institution developing a lead in this initiative. As such, BATEC will provide an administrative role for the program through its Bridge Academic Director as well as providing some funding support.
2. Be responsible, through its Executive Director, for approving all relevant funding and budgeting issues for the program to include teaching faculty, books, materials and academic support services i.e. tutoring in English and math.
3. Work, through its Executive Director, with an appropriate Community College Official to ensure contracts and hiring of faculty member(s) and tutor(s) are executed in a timely and adequate fashion.
4. Provide, through its Executive Director, all students with material (books and other supplies) needed for the course.
5. Be responsible, through its Executive Director, for making any final executive decision about the program.
6. Coordinate, through the Bridge Academic Director, in collaboration with Community College Liaison and Community Based Organization (CBO) Coordinators, the structuring of an academic calendar and the recruitment and selection of students. Furthermore, the Academic Director will work with the Community College Liaison, the Faculty member(s), and the CBO Coordinator to oversee the overall management of the program.
7. Convene, through the Bridge Academic Director, monthly feedback sessions with Community College Liaison, Program Instructors, BATEC Executive Director, and CBO Coordinators to ensure successful program progress.
8. Jointly, work with its partners to plan, organize and fund the graduation Certificate Award Ceremony.
9. Successfully deliver the following programmatic support to the program: planning and overall programmatic strategy; three student information sessions; monthly feedback meetings to proactively address program challenges; assessment activities to determine effectiveness of program
10. Provide the following financial support to the program: funding for faculty and tutors; student textbooks; flash drives for students; Bridge Academic Director's time and expertise.

D. [Community College Name] SHALL

1. Function as a key educational institution offering testing, assessment and placement of eligible participants into the appropriate credit bearing courses, agreed upon by program partners and approved by the Community College Academic Affairs Administration. These courses are to be provided off site.
2. Provide effective management and administration on all aspects of the program by its BATEC Grant Co-Principal Investigator and Program Coordinator. These include:
 - a) Timely processing of student documentation (application material)
 - b) Initiating and coordinating the student enrollment process by distributing admissions applications and registration forms to the Community Based Organization site coordinators

- c) Providing support as needed to students to ensure that the college application materials are completed and the enrollment data are entered into the Community College student management system
 - d) Creating and keeping accurate records of all Bridge students' official enrollment into the program and matriculation into the college
 - e) Delivering high quality educational and support services to students enrolled in the BATEC Bridge Program. These include: the consideration of the BATEC Bridge students as full members of the [community college] student body; the privilege and access to [community college] wide student resources like Student ID Card, Library Resources, Computer Labs, Advising, Career & Registration Services ...etc.
3. Schedule approved and agreed upon credit bearing courses to be presented on a cohort basis off-site.
 4. Hire and supervise qualified and capable instructors and adjunct professors to teach these classes.
 5. Provide feedback on progress to students and to the Bridge Academic Director, as requested.
 6. Provide students with official transcripts documenting credits earned, once they have met the standards and criteria of the courses offered.
 7. Jointly, plan and participate in a Certificate Award Ceremony with members of the partnership.
 8. Conduct, as scheduled, one Financial Aid and one College Admissions Workshop to the Bridge students per semester

E. [CBO Name] SHALL:

1. Serve as a satellite site which provides high quality support services for the BATEC Bridge Program.
2. Be responsible for marketing the program, recruiting students and submitting completed application material to the Bridge Academic Director.
3. Ensure that instructor(s) and tutor(s) gain access to satellite site and receive all necessary logistical support to deliver instructions: functional computer lab, projector and screen, printer and other supplies as available.
4. Jointly, plan and participate in a Certificate Award Ceremony with members of the partnership
5. Provide the following resources to program participants:
 - a) Computer Lab Classroom, based on lab availability, for students to work on homework assignments and other class related projects
 - b) Copy Machines, based on availability, for students to make copies of homework assignments and class related projects
 - c) Telephone for emergency use only
6. Help coordinate the program case management, serving, through the Community Based Organization Program Coordinator, as a liaison between the students and the Bridge Academic Director to provide reports and updates on students' issues

F. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA). The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Any information furnished to the parties is subject to FERPA.
2. MODIFICATION. Modifications within the scope of the programs shall be made by mutual consent of the parties, by the issuance of a communication and organizing of a meeting for all parties, prior to any changes being performed.
3. TERMINATION. Any of the parties, in writing, may terminate its participation in the Bridge Program, at the end of the academic calendar.
4. PRINCIPAL CONTACTS. The principal contacts for this program are:
BATEC:
[Community College]:
[Community Organization]:

Sample Flyer

Now Accepting Applications: 2012-13 Healthcare Technology Academy

- Careers in Healthcare Technology represent the fastest growing sector– and provide stable, professional wages.
- Start your college education ***right here*** in Dorchester! Classes meet Monday - Thursday from 9:00am to 1:00pm September 2012 through May 2013.
- All admitted scholars receive a FULL SCHOLARSHIP for courses completed at DotWell and receive support in applying for financial aid to transition to BHCC.
- Upon successful completion of the courses, students are awarded transferable college credits to Bunker Hill Community College.
- The DotWell Healthcare Technology program requires a ***comprehensive and competitive*** admission process. Students must demonstrate ability to read English and complete coursework at a college level.

For more information and to receive an application, contact:
[Program administrator]



Sample Application Cover Letter

Thank you for your interest in joining the Broadening Advanced Technological Education Connections (BATEC) Bridge to Community College Program!

This program provides adult learners with two credit-bearing technology courses combined with English and Mathematics tutoring. Additionally, career counseling and/or academic support are provided to the enrolled students to encourage full college matriculation. Prior to the end of the second course, participants visit [community college] to register to continue their education as matriculated students. These visits include tours of the campus, overviews of available programs of study, financial aid opportunities and placement testing.

Bridge classes will be held at [time] on [day(s)] evenings beginning [date] and running through [date]. If your current schedule cannot accommodate these times, please do not apply.

Admission to the Bridge Program at the [CBO] requires your participation in our application process. Required application materials include:

1. Completed Adult Registration Form
2. One-Page typed essay answering the following questions:
 - a. What is your educational background?
 - b. What experience do you have with computers and technology?
 - c. What are your educational/career plans and how are they related to technology?
 - d. How could the Bridge-to-Community College Program help you achieve your goals?
3. Copy of High School Diploma or GED or Documentation verifying completion of High School
4. Copy of any additional school records you have

Upon submitting the completed application, we will contact you to schedule an appointment for an interview in [month].

You will not be accepted into the Bridge Program unless you submit a completed application and participate in the interview process.

All admitted students will receive a full scholarship to the program including tuition and books.

Please direct applications and inquiries to:

Sample Bridge Program Application

Last Name: _____ First Name: _____ Date: _____

Address:

| No. & Street | Apt. No. | City/Town | State | Zip code |
|--------------|----------|-----------|-------|----------|
|--------------|----------|-----------|-------|----------|

Daytime Phone #: _____ Evening Phone #: _____

E-Mail Address: _____

DOB: _____

Gender:

Female Transgender Male Did not report

Race/Ethnicity:

| | |
|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> White Non-Hispanic |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Multiracial |
| <input type="checkbox"/> Black or African American Non-Hispanic | <input type="checkbox"/> Other |
| <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> Did not report |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | |

Primary Language:

| | | | |
|-----------------------------------|--|--|---|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> French Creole | <input type="checkbox"/> Portuguese Creole | <input type="checkbox"/> Other |
| <input type="checkbox"/> English | <input type="checkbox"/> Italian | <input type="checkbox"/> Somali | <input type="checkbox"/> Did not report |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Polish | <input type="checkbox"/> Spanish | |
| <input type="checkbox"/> French | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Vietnamese | |

Employment Status:

| | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Employed Full-time | <input type="checkbox"/> Not Employed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Employed Part-time | <input type="checkbox"/> Retired | <input type="checkbox"/> Did not report |
| <input type="checkbox"/> Self-Employed | <input type="checkbox"/> Student | |

Education:

- | | | |
|--|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Some college | <input type="checkbox"/> Graduate degree |
| <input type="checkbox"/> Grade 1 – 8 | <input type="checkbox"/> Trade school | <input type="checkbox"/> Did not report |
| <input type="checkbox"/> Grade 9 – 12 | <input type="checkbox"/> Associate degree | |
| <input type="checkbox"/> High School Graduate/Equivalent | <input type="checkbox"/> Bachelor degree | |
| <input type="checkbox"/> Section 8 Voucher | <input type="checkbox"/> EITC | |

Marital Status:

- | | | | |
|---|------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Divorced | <input type="checkbox"/> Married | <input type="checkbox"/> Single | <input type="checkbox"/> Did not report |
| <input type="checkbox"/> Domestic Partner | <input type="checkbox"/> Separated | <input type="checkbox"/> Widowed | |

Housing Status:

- | | | |
|-------------------------------|---|--|
| <input type="checkbox"/> Rent | <input type="checkbox"/> Homeless, in shelter | <input type="checkbox"/> Living with family or friends |
| <input type="checkbox"/> Own | <input type="checkbox"/> Homeless, no shelter | <input type="checkbox"/> Other |
| | | <input type="checkbox"/> Did not report |

Insurance Status:

- | | |
|---|---|
| <input type="checkbox"/> Public insurance (MassHealth, Medicare, Commonwealth Health, etc.) | <input type="checkbox"/> No insurance |
| <input type="checkbox"/> Commercial insurance (Blue Cross/Blue Shield, Harvard Pilgrim, etc.) | <input type="checkbox"/> Did not report |

| | | | | | |
|--------|--|---|--|--|--|
| Income | | Number of people supported by this income | | Number of children 18 years or younger living in household | |
|--------|--|---|--|--|--|

Family/Income Support Programs:

- | | | |
|--|---|--|
| <input type="checkbox"/> TAFDC | <input type="checkbox"/> Public Housing | <input type="checkbox"/> Early Intervention |
| <input type="checkbox"/> Food Stamps | <input type="checkbox"/> SSI/SSDI | <input type="checkbox"/> F.O.R. Families Program |
| <input type="checkbox"/> WIC | <input type="checkbox"/> Childcare Voucher | <input type="checkbox"/> Other (<i>please specify</i>)__ |
| <input type="checkbox"/> Fuel Assistance | <input type="checkbox"/> Unemployment Insurance | <input type="checkbox"/> None |
| <input type="checkbox"/> Section 8 Voucher | <input type="checkbox"/> EITC | <input type="checkbox"/> Did not report |

Regular Source of Healthcare:

- | | |
|---|---|
| <input type="checkbox"/> Codman Square Health Clinic | <input type="checkbox"/> Hospital-based clinic (e.g., BMC, Carney Hospital, etc.) |
| <input type="checkbox"/> Dorchester House Multi-Service Center | <input type="checkbox"/> Emergency Department |
| <input type="checkbox"/> Other Community Health Center in Dorchester | <input type="checkbox"/> Other (<i>please specify</i>)_____ |
| <input type="checkbox"/> Other Community Health Center outside Dorchester | <input type="checkbox"/> No regular source of healthcare |
| <input type="checkbox"/> Private practice | <input type="checkbox"/> Did not report |

Referral Source:

- | | |
|--|---|
| <input type="checkbox"/> Codman Square Health Center | <input type="checkbox"/> Other DotWell program (<i>please specify</i>)_____ |
| <input type="checkbox"/> Dorchester House | <input type="checkbox"/> Other agency (<i>please specify</i>)_____ |
| <input type="checkbox"/> School | <input type="checkbox"/> NA |
| <input type="checkbox"/> Family/friend | <input type="checkbox"/> Did not report |

Please attach the following documents to your application:

One-page essay answering the following questions/areas:

- a. What is your educational background?*
- b. What experience do you have with computers and technology?*
- c. What are your educational/career plans and how are they related to technology?*
- d. How could the Bridge Program help you achieve your goals?*

Copy of High School Diploma or GED or documentation verifying completion of high school

Sample Pre-Post Survey Questions

Name _____

The follow questions assess the activities you may participate in.

1. What is the highest level of school you have ever attended?
 - a. High school/GED Program
 - b. Trade or vocational certificate program
 - c. Community college
 - d. Adult Education (not for credits)
 - e. 4 year college or university
 - f. Other _____

2. In the last week I used a computer for at least 10 minutes _____ times.
 - a. Never
 - b. Once
 - c. 2-4 times
 - d. 5-8 times
 - e. 9 or more times

3. If you used a computer, where did you use that computer? (mark all that apply)
 - a. At my own home, I own it.
 - b. At my own home, it belongs to a family member.
 - c. At work
 - d. At school
 - e. At the library
 - f. At a Community Center
 - g. At the 450 Washington St. Public Access Lab

4. Do you plan to pursue a career in any of the following:
 - a. Medical Information Management
 - b. Computer Information Technology
 - c. Other: _____

5. If you participate in your community, please indicate all the ways you participate:
 - a. I do not participate in community activities
 - b. Politics
 - c. Religious Organization
 - d. Community service organization
 - e. Volunteering at school
 - f. Sports
 - g. Other _____

6. Please complete the following sentence: In the last month I attended community activities in my free time_____
- Never
 - Once
 - 2-4 times
 - 5-8 times
 - 9 or more times
7. If you are politically active, please indicate the ways that you are active:
- I am not politically active
 - Voted in the last local election
 - Voted in the last national election
 - Worked on a campaign/polls
 - Reading political news
 - Discussing political topics with friends
 - Attending political lectures
 - Other_____
8. Please complete the following sentence: In the last month I participated politically in my free time_____
- Never
 - Once
 - 2-4 times
 - 5-8 times
 - 9 or more times

Please circle that best corresponds to the level with which you agree to the statement.

9. I am satisfied with my living situation.
- Strongly agree
 - Somewhat agree
 - Neutral
 - Somewhat disagree
 - Strongly disagree
10. I am satisfied with my career.
- Strongly agree
 - Somewhat agree
 - Neutral
 - Somewhat disagree
 - Strongly disagree

11. I am satisfied with the amount of education I have.
- a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree
12. I am satisfied with my ability to help my children's education.
- a. Not Applicable
 - b. Strongly agree
 - c. Somewhat agree
 - d. Neutral
 - e. Somewhat disagree
 - f. Strongly disagree
13. I am satisfied with my engagement in my community.
- a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree
14. I am satisfied with the way I communicate in writing.
- a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree
15. I am satisfied with how I financially support myself
- a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree
16. I have educational goals for myself.
- a. Strongly agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Strongly disagree

17. I am planning to enroll in college.

- a. Strongly agree
- b. Somewhat agree
- c. Neutral
- d. Somewhat disagree
- e. Strongly disagree

18. My educational goals include:

- a. Attending college
- b. Earning an associate's degree
- c. Earning a bachelor's degree
- d. Earning a graduate degree
- e. Don't know

Sample Student Acceptance Letter

[Program Coordinator]
[Address]
[Address]

[Date]

[Student Name]
[Address]
[Address]

Dear [Student Name]:

Congratulations! I am pleased to inform you of your acceptance to the Bridge-to-Community-College Program at the [Community-Based Organization]. We are confident you will make a valuable contribution to the program.

The offer of admission is contingent upon your participation in the program orientation:

[Date]
[Time]
[Organization]
[Address]
[Address]

You will need to take your English and Math assessment test before the [Date] at the [Location]. I will follow up with you shortly to schedule a time for you to take the test.

On behalf of [CBO] and [community college], I extend a warm welcome and best wishes for your success. Please feel free to contact me with any questions or concerns at [phone number] or [email].

Sincerely,

[Coordinator Name]

Sample Student Contract

I understand that as a student in the Bridge Program, I will be provided with college-level instruction in Computer Information Systems and tutoring. My professors will challenge me and help me to understand the works and ideas I will encounter in the course.

I understand that as a matriculating student in the Bridge Program, I am receiving an academic scholarship valued at \$5,300 and I agree to honor this scholarship by attending all classes and to diligently apply myself to the coursework and homework as assigned. Further, I understand that upon successful completion of all assigned coursework, I will be awarded 6 college credits from [Community College], and will be eligible to enroll for further academic courses at my own expense with the support of student financial aid.

In accepting my scholarship for the Computer Technology Course, I commit myself to fulfilling the following responsibilities as a student:

- To attend all classes, except in cases of illness or emergency.
- To arrive at class promptly at 6pm and stay until the end of the session at 8pm
- To notify the instructor **in advance** when I must be absent or late. **Students are only allowed two unexcused absences.**
- To communicate with the instructor about any problems that may interfere with my continuing in the course.
- To complete assignments on time and with my best effort.
- To approach the course with an open mind, understanding that it will be challenging and knowing that the deepest learning changes our way of looking at the world.
- To engage actively in class discussion, listening and speaking with consideration for others, and understanding that lively intellectual debate is an important part of learning.
- To treat my professors and my classmates with courtesy and respect.
- To support my classmates in their efforts to learn and to treat the class as a community in which I am a valued member.
- Attend all scheduled tutoring appointments for Math and English
- Attend College Admissions Workshops and complete [Community College] admissions application
- Attend College Financial Aid Application Workshops and complete FAFSA Form (Free Application for Federal Student Aid) and other scholarship applications
- Attend College Transition Advising Session as individually scheduled
- Attend student orientation program at [Community College] as scheduled by program coordinator

Signature

Date

Sample Wellness Assessment

| Screening For Fiscal Health and Social Capital: Key Vital Signs to Monitor | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | YES | NO | ???? | N/A |
| Fiscal Health Vital Signs: | | | | |
| 1 Do you have an account with a bank, credit union, or other reputable financial partner at no cost to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Are you taking full advantage of government-sponsored and community-based income support programs for which you are eligible? (ie Food Stamps, Fuel Assistance, Section 8 Voucher, Education Programs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Are you maximizing tax time by claiming tax credits for which you are eligible and avoiding tax preparation and refund anticipation loan fees? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Are your payroll tax withholdings (W-4) accurate, up-to-date, and benefiting your monthly bottom line? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Are you taking full advantage of employer sponsored payroll options (ie direct deposit, matched retirement plans [401K/403B], pre-tax dependent care, pre-tax medical expense accounts, and tuition reimbursement?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Are you enrolled in any other type of incentivized savings accounts (i.e. independent retirement account [IRA] or matched savings account for a short term goal [IDA, FSS])? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 If you have a car loan, is your interest rate competitive with the best rates available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 If you rent, is your rent payment < 33% of your monthly income? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 If you own a home, is your interest rate competitive with the best mortgage rates available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Do you have, or have you ever purchased, a US Savings Bond for yourself or a family member? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Have you viewed your credit report in the past 12 months and do you know your credit score? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Do you know the current balances on your credit cards and other debt accounts? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Do you make the minimum payments on your credit cards and other debts on time each month? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 Are your credit card interest rates competitive with the best rates available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 Is the total of all your fixed monthly debt payments (including housing) < 50% of your monthly income? (Include housing, rent-to-own contracts, student loans, car loans, credit card payments, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 Do you have health insurance you can afford -- and a primary care doctor? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 If you have insurance, can you afford to pay the co-pays for doctor visits and medications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 Do you have other insurance policies consistent with your needs, at fair rates, and with adequate coverage? (i.e. renters insurance, term life insurance for yourself?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Capital Vital Signs | | | | |
| 19 In an emergency, do you know at least one person who could loan you \$500 on a short-term basis? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 Can you get help from friends when you need it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Do you help out a local group as a volunteer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 If you needed help with making a life decision, do you know where to go for that help? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Are you active in any local organization or club (sports, neighborhood group, religious, social organization)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Do you visit with your neighbors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 When you go shopping in your local area, are you likely to run into friends and acquaintances? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 Can you name one agency or organization in your community that offers assistance with accessing benefits, providing financial education and counseling, or that offers education, skills training and networking? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 Do you feel that most people can be trusted? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 If you were caring for a child, and needed to go out for awhile, would you ask a neighbor for help? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fiscal Health Vital Signs © Doreen Treacy 2008-2012. All Rights Reserved. | | | | |
| Social Capital Vital Signs © 2012 derived and adapted from the work of Bullen and Onyx . | | | | |

Sample CIT 110 Curriculum

COMMONWEALTH OF MASSACHUSETTS
BUNKER HILL COMMUNITY COLLEGE
CHARLESTOWN, MASSACHUSETTS

COMPUTER INFORMATION TECHNOLOGY DEPARTMENT

CIT 110 COMPUTER APPLICATIONS & CONCEPTS

COURSE OUTLINE & REQUIREMENTS

COURSE DESCRIPTION: This is a course in the practical use and application of modern Information and Communications Technology (ICT) which includes detailed coverage of fundamental computer concepts, terminology, applications and theory. Students are also taught the importance of “Employability Skills”: the ability to work effectively as part of a team, creatively solve problems, provide excellent customer service, excellent communications capability (oral & written), and the ability to analyze, prioritize, evaluate and work with minimal supervision. These are traits highly valued by all employers. Students get extensive “hands-on” personal computer experience and gain a good working knowledge of MS WINDOWS™ and MS OFFICE™. Upon completion of this course, students will have a grasp of important computer concepts and terminology, an understanding of INTERNET use and applications, a high degree of competence with personal computer hardware and software, as well as an understanding of the effects of information technology on the individual, organizations, and society. All Learner Outcomes and Competencies in this course are approved by the Massachusetts Department of Education (DOE). Students with prior learning experience may “Test-Out” of this course by contacting pla@bhcc.mass.edu. For additional information and/or a course syllabus contact CITDepartment@bhcc.mass.edu.

Prerequisite: Completion of RDG095 or ESL098 or exemption from reading requirement by placement testing or enrollment in an integrated course

COURSE OBJECTIVES: The objectives of this course are:

- | | | |
|---|---|------------------------------|
| ☐ | To familiarize each student with modern | COMPUTER CONCEPTS |
| ☐ | To make each student more competent in using | MS WINDOWS |
| ☐ | To make each student more competent in using | MS OFFICE |
| ☐ | To make each student more competent in using | Internet Applications |
| ☐ | To familiarize each student with the importance of | Employability & Soft Skills |
| | | Group Collaboration & Team |
| ☐ | To give each student experience in | Work |
| ☐ | To make each student competent in using | Problem Solving Skills |
| ☐ | To familiarize each student with | Self-Management & Motivation |
| ☐ | To make each student more competent in using an On-line College Course Web Site | |
| ☐ | To provide a good foundation for additional Computer Information Technology | |
| ☐ | courses | |

MASSACHUSETTS DEPARTMENT OF EDUCATION (MA DOE) OUTCOMES & KEY

COMPETENCIES: The Learner Program Outcomes contained herein are statements that describe what students **Must Know** and/or **Be Able To Do** by the end of this course. The **Key Competencies** are specific, observable behaviors, knowledge, abilities and skills that detail and support the **Learner Program Outcomes**. These outcomes and competencies are published by the Commonwealth of Massachusetts Department of Education in the following **Vocational Technical Education Frameworks:**

- ❑ Information Technology Services Cluster: Programming & Web Development (PWD), August, 2007
- ❑ Information Technology Services Cluster: Information Support Services & Networking (ISS), August, 2007
- ❑ Business & Consumer Services Cluster: Office Technology (OT), August, 2007.

For more information contact MA DOE Career/Vocational Technical Education Unit www.doe.mass.edu/cte, Email: careertech@doe.mass.edu or Call 781.338.3910.

The competencies in this course are validated through the myitlab on-line interactive assessment system as well as completed Lab Assignments, Group Project Work, Work Force Preparation Activities (WPA), Internet Information Literacy Exercises and other projects.

For more information on visit www.prenhall.com/myitlab or call 617.848.6000.

MODULE I

| SCHEDULE | COVERAGE/TOPICS | COURSE OUTCOMES & COMPETENCIES |
|---|---|---|
| <p>MODULE I Ends 9/30/12</p> | <p><u>TECH IN ACTION (TIA)</u> eBook</p> | <p>MA DOE INFORMATION TECHNOLOGY, BUSINESS & CONSUMER SERVICES CLUSTER FRAMEWORKS:</p> |
| | <p><u>CHAPTER 5</u> Behind The Scenes: The Internet & How It Works</p> | <p><u>STRAND 2</u> TECHNICAL KNOWLEDGE & SKILLS; <u>STRAND 4</u>, EMPLOYABILTY SKILLS & <u>STRAND 6</u>, UNDERLYING PRINCIPLES OF TECHNOLOGY:</p> |
| | <p><u>GO! OFFICE 2010 eBook</u> Getting Started w/Windows 7 & Internet Explorer 8.0</p> | <p>-</p> |
| | <p>PROFESSIONALISM CHAPTER 1 "Your Attitude & Personality"</p> | <p>1 Use the Internet as a research tool efficiently</p> <p>2 Present current computer technology trends</p> <p>3 Perform basic Windows operations & troubleshooting</p> <p>4 Customize/tailor the Windows environment</p> <p>5 Run multiple applications—import & export data between applications</p> |
| | <p>PRACTICE & INSTRUCTOR EXAMS: myitlab</p> | <p>FRAMEWORKS COMPETENCIES:</p> |
| | <p>INTRO TO WORKFORCE PREPARATION ACTIVITIES</p> | <p>1 Explain meaning & scope of IT</p> <p>2 Explain the functions & limitations of computers</p> <p>3 Explain the distinction between information & data</p> <p>4 Describe the main impacts of the Internet and multimedia on society, education and business</p> <p>5 Discuss the trends in IT hardware & software</p> <p>6 Explain the impact of Internet on systems & applications</p> <p>7 Coordinate mouse & keyboard applications</p> |
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| | | |
|---|----|---|
| GROUP/TEAM WORK: INTRO TO GROUP RUNNING CASE & OFFICE LIVE ON-LINE COLLABORATION | 8 | Browse through & locate files |
| | 9 | Create folders, organize files on disks & in sub-Folders |
| | 10 | Move, copy, rename & delete files & folders |
| | 11 | Format floppy disks & backup disks & files |
| | 12 | Manage & fix the hard drive using system tools |
| | 13 | Customize the Desktop, create shortcuts & set date & time |
| | 14 | Use Windows accessories and Help |
| | 15 | Describe the purpose of different file types & Extensions |

MODULE II

| SCHEDULE | COVERAGE/TOPICS | COURSE OUTCOMES & COMPETENCIES | |
|--|--|--|---|
| <p>MODULE II Ends 10/21/12</p> | <p><u>TECH IN ACTION (TIA)</u> <u>eBook</u></p> <p><u>CHAPTER 1 Behind The Scenes: Securing Your System: Protecting Your Digital Data & Devices</u></p> | <p>MA DOE INFORMATION TECHNOLOGY, BUSINESS & CONSUMER SERVICES CLUSTER FRAMEWORKS:</p> <p><u>STRAND 2 TECHNICAL KNOWLEDGE & SKILLS;</u> <u>STRAND 4, EMPLOYABILTY SKILLS & STRAND 6, UNDERLYING PRINCIPLES OF TECHNOLOGY:</u></p> | |
| | <p><u>GO! OFFICE 2010: WORD eBook Creating Documents</u></p> | <p>1</p> | <p>Understand software installation, basic configuration operations & compatibility issues</p> |
| | <p>PROFESSIONALISM CHAPTER 2 "Goal Setting & Life Management"</p> | <p>2</p> | <p>Demonstrate basic Word Processing skills of document creation, formatting & editing including letters, memos & reports containing graphics & other objects</p> |
| | | <p>3</p> | <p>Understand Email system components, organization & the ability to use Email effectively & appropriately</p> |
| | | <p>FRAMEWORKS COMPETENCIES:</p> | |
| | <p>INTERNET LITERACY ASSIGNMENTS</p> | <p>1</p> | <p>Install new software on a stand-alone computer using default options</p> |
| | | <p>2</p> | <p>Read & follow directions accompanying software Products</p> |
| | <p>PRACTICE & INSTRUCTOR EXAMS: myitlab</p> | <p>3</p> | <p>Explain the concepts of technology patenting, copyrighting & software licensing</p> |
| | | <p>4</p> | <p>Create, edit, save, print, locate & open documents</p> |

| | | | | |
|--|---|--|---|---|
| | INTRO. TO SELF ASSESSMENT LAB (SAL3.4)...5 Assessments | 5 | Format text & paragraphs & create bulleted items | |
| | | 6 | Format pages including margins, headers/footers & page numbering | |
| | | 7 | Use styles, forms, wizards & templates as well as spell & grammar checker & the Thesaurus | |
| | | 8 | Use print preview & other print options | |
| | | 9 | Embed Graphics & charts in documents | |
| | | 10 | Describe & explain purpose & basic features of email Systems | |
| | | GROUP/TEAM WORK: GROUP RUNNING CASE USING OFFICE LIVE ON-LINE COLLABORATION | 11 | Create short, simple concise messages & send, receive, reply, forward, save & delete them |
| | | | 12 | Create, send & save attachments & distribution lists |
| | | | 13 | Develop folders for organizing saved messages & Documents |
| | | | 14 | Explain & use appropriate email etiquette |
| | 15 | | Explain the issues of virus contamination through email & discuss protection strategies | |

MODULE III

| SCHEDULE | COVERAGE/TOPICS | COURSE OUTCOMES & COMPETENCIES | |
|--|---|---|--|
| <p>MODULE III Ends 11/11/12</p> | <p><u>TECH IN ACTION (TIA)</u> eBook</p> | <p>MA DOE INFORMATION TECHNOLOGY, BUSINESS & CONSUMER SERVICES CLUSTER FRAMEWORKS:</p> <p><u>STRAND 2</u> TECHNICAL KNOWLEDGE & SKILLS;</p> <p><u>STRAND 4</u>, EMPLOYABILITY SKILLS & <u>STRAND 6</u>, UNDERLYING PRINCIPLES OF TECHNOLOGY:</p> | |
| | <p><u>CHAPTER 2</u> Behind The Scenes: Building Applications</p> | 1 | Demonstrate an understanding of the overall design and components of a LAN & WAN system |
| | <p><u>GO! OFFICE 2010 EXCEL</u> Creating Worksheets & Charts</p> | 2 | Demonstrate the ability to discuss the impact of IT on society & the workplace |
| | <p>PROFESSIONALISM CHAPTER 3 "Customer Service/Quality"</p> | 3 | Demonstrate the ability to design, create, modify & troubleshoot spreadsheets including graphs & charts |
| | | 4 | Demonstrate the ability to apply spreadsheet principles to real-life situations & to solve business problems |
| | | 5 | Continue to demonstrate the ability to use the Internet efficiently |
| | | <p>FRAMEWORKS COMPETENCIES:</p> | |
| | | 1 | Explore issues of privacy & rights of access to information |
| | | 2 | Discuss ethics issues as they relate to IT |
| | | 3 | Explain the main impacts of IT on society & the workplace |
| | <p>PRACTICE & INSTRUCTOR EXAMS: myitlab</p> | 4 | Recognize what skills & knowledge are needed to work on a specific project or environment |
| | | 5 | Research options for training & education |

| | | | |
|--|--|----|--|
| | GROUP/TEAM WORK: GROUP RUNNING CASE | 6 | Develop, edit, format, save & print spreadsheets using simple formulas, graphs & charts |
| | | 7 | Create spreadsheets for personal applications, business decision making & real life situations |
| | | 8 | Use on-line help to learn features & correct problems |
| | | 9 | Use the main functions of Internet browsers & explain features, advantages of different browsers |
| | | 10 | Move between Web pages using addresses & links |
| | | 11 | Save & edit text and images from Web pages |
| | FIRST GROUP RUNNING CASE PRESENTATION | 12 | Use basic search engines and explain search results |

MODULE IV

| SCHEDULE | COVERAGE/TOPICS | COURSE OUTCOMES & COMPETENCIES | | |
|---|---|--|--|--|
| <p>MODULE IV Ends 12/2/12</p> | <p><u>TECH IN ACTION (TIA)</u> eBook</p> | <p>MA DOE INFORMATION TECHNOLOGY, BUSINESS & CONSUMER SERVICES CLUSTER FRAMEWORKS:</p> | | |
| | <p><u>CHAPTER 3</u> Behind the Scenes: Databases & Information Systems</p> | <p><u>STRAND 2</u> TECHNICAL KNOWLEDGE & SKILLS; <u>STRAND 4</u>, EMPLOYABILITY SKILLS & <u>STRAND 6</u>, UNDERLYING PRINCIPLES OF TECHNOLOGY:</p> | | |
| | <p><u>GO! OFFICE 2010: ACCESS</u> Databases & Tables</p> | 1 | <p>Explain the purpose of gathering and managing information as an integral part of conducting business</p> | |
| | <p><u>PROFESSIONALISM</u> <u>CHAPTER 4</u> Communication</p> | 2 | <p>Demonstrate the ability to discuss the issues affecting the selection of a computer system for a specific environment</p> | |
| | <p>INTERNET LITERACY ASSIGNMENTS</p> | 3 | <p>Demonstrate the ability to define & use the basic terminology of relational databases</p> | |
| | <p>INTERNET LITERACY ASSIGNMENTS</p> | 4 | <p>Demonstrate the ability to use the tools & skills required to create & utilize databases</p> | |
| | <p>PRACTICE & INSTRUCTOR EXAMS: myitlab</p> | <p>FRAMEWORKS COMPETENCIES:</p> | | |
| | <p>SELF ASSESSMENT LAB (SAL3.4)...5 Assessments</p> | 1 | <p>Conduct a simple cost/benefit analysis for purchasing different PC's</p> | |
| | <p>SELF ASSESSMENT LAB (SAL3.4)...5 Assessments</p> | 2 | <p>Explain database design concepts & components</p> | |
| | <p>SELF ASSESSMENT LAB (SAL3.4)...5 Assessments</p> | 3 | <p>Design simple database structures & create & edit tables</p> | |
| | <p>GROUP/TEAM WORK: GROUP RUNNING CASE</p> | 4 | <p>Create modify & customize simple reports & forms</p> | |
| <p>GROUP/TEAM WORK: GROUP RUNNING CASE</p> | 5 | <p>Present the basic principles of database theory & organization</p> | | |

MODULE V

| SCHEDULE | COVERAGE/TOPICS | COURSE OUTCOMES & COMPETENCIES | |
|---|--|--|---|
| <p>MODULE V Ends 12/16/12</p> | <p><u>TECH IN ACTION (TIA)</u> eBook</p> <p><u>CHAPTER 4</u> Behind The Scenes: Networking & Security In The Business World</p> | <p>MA DOE INFORMATION TECHNOLOGY, BUSINESS & CONSUMER SERVICES CLUSTER FRAMEWORKS:</p> <p><u>STRAND 2</u> TECHNICAL KNOWLEDGE & SKILLS; <u>STRAND 4</u>, EMPLOYABILTY SKILLS & <u>STRAND 6</u>, UNDERLYING PRINCIPLES OF TECHNOLOGY:</p> | |
| | <p><u>GO! OFFICE 2010:</u> <u>POWERPOINT</u> Creating Presentations</p> | 1 | Demonstrate knowledge of individual parts that make up a standalone PC and relationships between components |
| | <p><u>PROFESSIONALISM</u> <u>CHAPTER 5</u> Teamwork, Motivation & Leadership</p> | 2 | Demonstrate basic knowledge of PC hardware troubleshooting & maintenance |
| | <p><u>INTERNET LITERACY</u> (Continued)</p> | 3 | Demonstrate the ability to use components of presentation software creatively & effectively |
| | <p><u>INTERNET LITERACY</u> (Continued)</p> | 4 | Demonstrate proficiency in using presentation software |
| | <p><u>INTERNET LITERACY</u> (Continued)</p> | 5 | Demonstrate the ability to identify sources of learning/training most appropriate for a topic & context & for one's personal learning style |
| | <p><u>PRACTICE & INSTRUCTOR EXAMS:</u> myitlab</p> | <p>FRAMEWORKS COMPETENCIES:</p> | |
| | <p><u>GROUP/TEAM WORK:</u> <u>GROUP RUNNING</u> CASE</p> | 1 | Conduct a simple cost/benefit analysis for purchasing different PC's |
| | <p><u>GROUP/TEAM WORK:</u> <u>GROUP RUNNING</u> CASE</p> | 2 | Explain database design concepts & components |
| | <p><u>GROUP/TEAM WORK:</u> <u>GROUP RUNNING</u> CASE</p> | 3 | Design simple database structures & create & edit tables |
| | <p><u>GROUP/TEAM WORK:</u> <u>GROUP RUNNING</u> CASE</p> | 4 | Create modify & customize simple reports & forms |
| | <p><u>SECOND GROUP</u> <u>RUNNING CASE</u> <u>PRESENTATION</u></p> | 5 | Present the basic principles of database theory & organization |



*National Center of Excellence for Computing and Information Technologies
Headquartered at University of Massachusetts Boston
www.batec.org*

- College and Career Pathways
- Employability and Problem-Solving Skills
- Internship Opportunities
- Industry Trends and Workforce Needs
- Education, Business, and Community Connections

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