Onondaga Pathways to Careers Demonstration Project at Onondaga Community College

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Welcome & Introductions

Discussants

- Jay Harrison – OPC
- Pam Williamson – GVRA
- Miranda Kennedy & Dave Mayer – S.Dakota

Facilitate Discussion

- Michael Morris
- Meera Adya

Others Joining Us

1. NY Community Colleges & CUNY Institutions
2. Georgia VR
3. Kentucky VR
4. Nebraska VR
5. Virginia VR
6. DEI TA Representatives
7. DEI Projects

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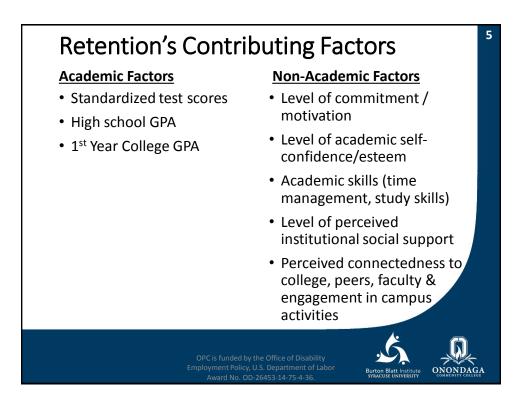
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Retention Statistics Nationally

- For first-time degree-seeking undergraduates at degree-granting institutions, retention in 2012-2013 was:

	Full-Time		Part-Time	
	2 Year	4 Year	2 Year	4 Year
All	60.0%	79.6%	43.0%	44.0%
Public (open admissions)	59.3%	79.9% (60.5%)	42.9%	50.2% (35.9%)
Non-Profit (open admissions)	58.9%	80.6% (63.8%)	49.7%	39.5% (31.6%)
For-Profit (open admissions)	67.5%	52.7% (49.6%)	53.8%	36.6% (40.9%)

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Retention's Contributing Factors

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Academic Factors

- Standardized test scores
- High school GPA
- 1st Year College GPA

Non-Academic Factors

- Level of commitment / motivation
- Level of academic self-confidence/esteem
- Academic skills (time management, study skills)
- Level of perceived institutional social support
- Perceived connectedness to college, peers, faculty & engagement in campus activities

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Retention Strategies Nationally

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- First Year Seminars
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service/Community-Based Learning
- Internships
- Capstone Course and Projects

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Retention Strategies: Community Colleges

- Expand out-of-class support
  - e.g., tutoring, learning center services
- Integrate career & academic advising
- Improve student orientation
  - e.g., mandate face-to-face orientation and initial advising sessions
- Set up early alert system & student coaching
- Create tool/system for students to map out course selection and progress to graduation

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Pathways to Careers Toolkit:
Flexible Delivery Methods

- Offer non-semester-based classes;
- Offer classes in the evening and on weekends;
- Offer alternative locations for training, including offerings at employer's work site;
- Offer credit for prior learning;
- Provide flexibility around course completion when learners encounter unforeseen barriers;
- Provide reasonable accommodations for an individual with a disability;
- Develop alternative options such as web-based training for individuals who may lack easy access to education and training facilities, but who can complete online coursework from home computers; and
- Develop mobile training sites for individuals in rural areas who may lack access to home computers and/or broadband Internet connections

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Pathways to Careers Toolkit:
Case Management

- Case Management is the responsibility for directing and managing a student's participation in the program, which typically includes non-instructional activities such as:
  - recruitment,
  - retention,
  - program component navigation,
  - life skill or life issue assistance,
  - academic, career or personal counseling,
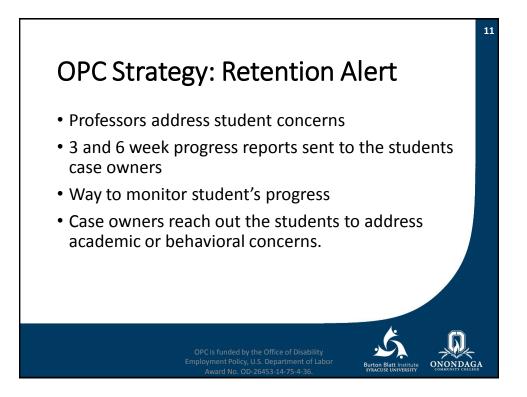 - financial aid guidance,
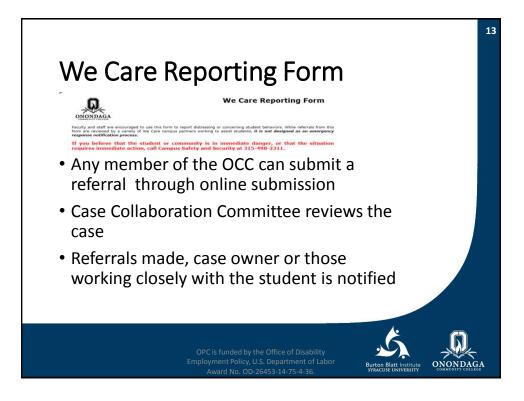 - and other supportive services.

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Pathways to Careers Toolkit:
Academic Support Services

- Providing the opportunity to participate in groups called learning communities or cohorts where they may interact with other students who share some of the same challenges;
- Assisting in learning how to study most effectively through workshops on study skills, test strategies, note-taking strategies, and time management;
- Providing career-specific courses for individuals needing language assistance;
- Providing for or arranging for tutors;
- Providing learning labs where one-on-one computer-based tutoring may be offered;
- Providing dropout prevention strategies and counseling to address barriers and help improve student success; and
- Providing special accommodations for an individual with a disability such as an increase in test-time or readers for an individual who is blind.
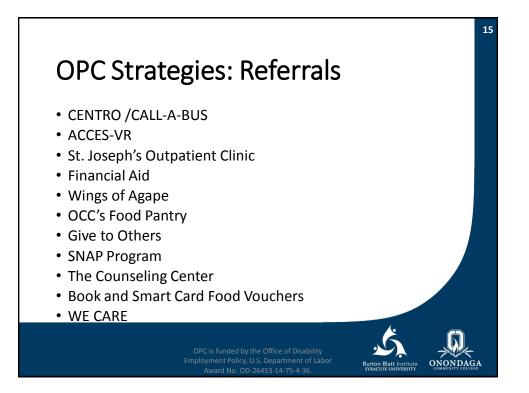
OPC Strategy: Retention Alert

- Professors address student concerns
- 3 and 6 week progress reports sent to the students case owners
- Way to monitor student's progress
- Case owners reach out the students to address academic or behavioral concerns.

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OPC Strategy: Student Progress Report

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We Care Reporting Form

We Care Reporting Form

Faculty and staff are encouraged to use this form to report distressing or concerning student behaviors. While referrals from this form are reviewed by a variety of We Care campus partners working to assist students, *it is not designed as an emergency response notification process.*

If you believe that the student or community is in immediate danger, or that the situation requires immediate action, call Campus Safety and Security at 315-498-2311.

- Any member of the OCC can submit a referral through online submission
- Case Collaboration Committee reviews the case
- Referrals made, case owner or those working closely with the student is notified

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We Care Reporting Form

Report Details

Please complete each section in an objective and factual manner, avoiding labels or stereotypes.

* Please specify behaviors applicable to the student of concern; check ALL that apply.

☐ Academic Difficulty	☐ Disrupting Classroom	☐ Perceived Injustice
☐ Adjustment issues	☐ Domestic Violence	☐ Self-Injurious
☐ Aggression - Physical	☐ Eating Issues	☐ Sexual Assault
☐ Aggression - Verbal	☐ Family Issues	☐ Stalking - Physical
☐ Alcohol/Drug Danger to Community	☐ Financial Issues	☐ Suicide Risk
☐ Alcohol/Drug Misuse	☐ Grief and Loss	☐ Weapon use/possession
☐ Cyber Stalking and Harassment	☐ Hopelessness	☐ Writings - Disturbing
☐ Dating Violence	☐ Inappropriate Interests	☐ Other

* Please provide a detailed narrative of the concern you are reporting, using specific, concise, and objective language.
Check Spelling & Preview

* Have others shared with you that they are also concerned about this student?
○ Yes   ○ No   ○ Don't know

* Does the behavior seem to be getting worse or more frequent?
○ Yes   ○ No   ○ Don't know

* Other than submission of this form, what, if anything, have you done to address this concern?
Check Spelling & Preview

OPC Strategies: Referrals

- CENTRO /CALL-A-BUS
- ACCES-VR
- St. Joseph's Outpatient Clinic
- Financial Aid
- Wings of Agape
- OCC's Food Pantry
- Give to Others
- SNAP Program
- The Counseling Center
- Book and Smart Card Food Vouchers
- WE CARE

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Georgia's E3 Approach

- Supported Education using SAMHSA's Toolkit
- Strengths-Based Case Management
- Customized Apprenticeships and Paid Internships
- Active engagement of Parents/Families
- Student & Parent Advocacy Training

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South Dakota's DEI Project
Career Pathways Retention Issues and Strategies

The following Career Pathways Retention Issues and Strategies were identified and explored during a late May 2016 Technical Assistance Site visit provided by the NDI-DEI TA Team to the Round V South Dakota Disability Employment Initiative (DEI) project in conjunction with the Western Dakota Tech training provider partner.

Reporting out on these issues and strategies is Miranda Kennedy, the former TA Liaison to the SD DEI Project and Dave Mayer, the current TA Liaison to the SD DEI Project. Both of whom provided technical assistance during the site visit.

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Career Pathways Retention Issues and Strategies

Issue

Career Pathways partner (Western Dakota Tech) identified retention of students in CP Programs as an ongoing issue due to South Dakota's low unemployment rate (approx. 3%) and employers targeted recruitment of students once they have achieved early levels of certification/accreditation to fill labor needs of entry level positions. This pulls CP candidates/students off the Career Pathway and leaves the training provider with reduced class sizes and graduation rates.

Strategy

One possible strategy that was identified and is being explored to address the issues is to have the DEI project and the workforce system provide ongoing support to employers filling these low level positions through a rotation of job shares of full-time positions that could be turned into apprenticeship/work-based learning experiences with two CP candidates/students with/and or without disabilities in the same program at the same level working part-time while moving through the CP program.

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Career Pathways Retention Issues and Strategies

Issue

Helping incoming students who arrive with additional challenges and support needs, including those with disabilities, and/or those who experience challenges while in their course of study, to achieve academic and personal success in support of retention and graduation goals and outcomes in CP programs.

Strategy

Western Dakota Tech hired Student Success Coaches to work with ALL students. The strategy is to flag those who come in with already identified support needs as well as providing an easy to use Information System strategy for staff, educators and other partners to flag issues that arise during training (e.g. absenteeism, poor performance, etc) for intervention and support from the Success Coaches. The SD DEI Project is working in coordination with the Student Success Coaches to support retention of individuals with disabilities in CP programs through a collaborative partnership, utilizing the Success Coaches as part of the DEI Integrated Resource Team (IRT) approach. For more info: http://www.wdt.edu/student-success-center/

OPC is funded by the Office of Disability Employment Policy, U.S. Department of Labor Award No. OD-26453-14-75-4-36.

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South Dakota's DEI Project Contact Information

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Other CoP Members:

- What are your retention strategies?

- What are your retention challenges?

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New Members & Resources Are Welcome!

- Please send Meera (madya@syr.edu) recommendations for additional members, especially students and employers.

- Please connect us to any people we should be including in the project.

- Please send us (or point Meera in the direction of) any resources you have or know about that you think we should use.

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Next Meeting: Date & Topic

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- Our meeting schedule will be every 2 months, the 4th Thursday of the month, from 12:00-1:00 EST.
  - So, our next meeting is September 22nd, 2016, Noon EST

- Topics to be addressed?
  - Resource mapping?
  - ADA / Advocacy Training?

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