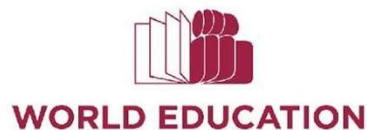




# Designing Comprehensive Student Support Services (Part 2)

May 3, 2022, 2 -3 p.m.  
Washington, DC

Sandy Goodman  
Director, National College  
Transition Network



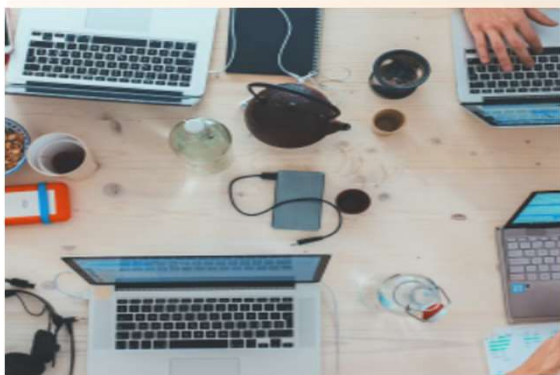
# National College Transition Network

Technical assistance and professional development services to community college, adult education, & workforce systems.



[collegetransition.org](http://collegetransition.org)

[www.Menti.com](https://www.Menti.com) Code = 8471 6146



I attended Session 1 this morning...

I attended Session 1 this morning...

☐ Yes

☐ No

☐

☐

Submit

Be sure to click "Submit" when you're done answering the question.

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The presenter has changed slide.

Cancel

Go to slide



Our program has a staff who provides  
Navigation, Coaching, Student Support  
Advising

☐ Yes

☐ No

☐ Not Sure

☐

Submit

When you get this message  
click “Go to Slide”

# Who's Here?



Who's Here?

☐ I am a Navigator/Coach/Student Support Advisor

☐ I am a Teacher

☐ I am an Administrator

☐ I am in a position not listed here

Submit

# Take-aways from Session 1



# Variables in Navigator Program Design

## Program Design

- Student Goals
- Targeted Outcomes
- Orientation & Onboarding Needs
- Duration and Intensity
- Education & Training
- Employment

## Students/ Case Loads

- How many students?
- Which students?
- High-touch needs?

## FTE

- How many hours?
- What proportion of time allocated to Navigation?.

## Partners & Resources

- Staff
- Postsecondary Ed partners
- Career Center partners
- Case managers
- Employment Specialists

# Designing for Maximum Impact

- ▶ Think “Program” not “Person”
- ▶ Establish expectations for students and staff
- ▶ Facilitate or host group activities & workshops
- ▶ Collaborate and coordinate across staff
- ▶ Establish triage and early alert systems
- ▶ Develop Navigator Program Plan
- ▶ Analyze data, trends, resources & gaps

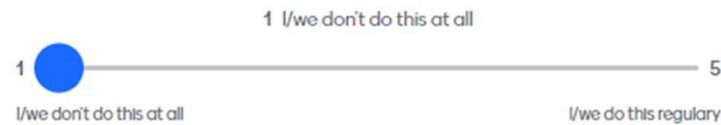




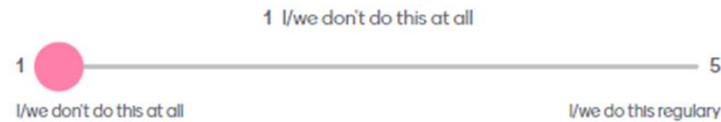


## Maximizing Impact

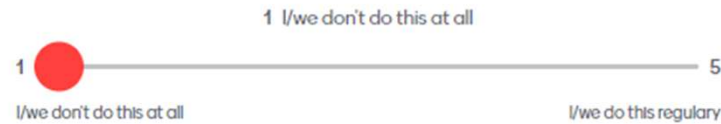
**We have a Navigator Program Plan or curriculum in place**



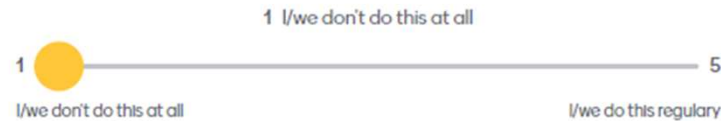
**Our Navigator facilitates group activities and workshops**



**Our Navigator collaborates with instructors on some class lessons**



**We use data to target Navigator activities and interventions**



**Submit**

# Group Activities

- ▶ Efficiency and scale
- ▶ Information sharing
- ▶ Peer support networks
- ▶ Teamwork skills
- ▶ Shared problem-solving
- ▶ Contextualized classroom instruction



**Sharing Information**

**Skill-building**

**Common issues &  
questions**

**Supplemental instruction**

**Guest speakers**



## **Group Activities**

**Relationship & trust building**

**Confidential issues**

**Immediate needs**

**Feedback**

**Progress check-in**



## **Individual Activities**



# Workshop Topics



What are your ideas for Navigator workshop/group activities topics? Share workshop topics you offer, or would like to offer.

Short answers are recommended. You have 250 characters left.

250/77

You can submit multiple answers

Submit

# Sample Navigator Plan

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes
Prior to Orientation	Planning		All program staff	Intake and Orientation Planning Sheet	Orientation agenda and assigned staff roles for facilitating activities.
1	Group Activity	Orientation Part 1	All program staff, Student speakers  Community partners (e.g. AJC staff) depending on program design	<ul style="list-style-type: none"> <li>• Intake and Orientation Planning Sheet (completed)</li> <li>• KY Skills U Orientation <u>Powerpoint</u></li> <li>• Student Orientation Survey</li> <li>• Barrier Busters/Support Strengthener Handout</li> </ul>	<p>Students will have:</p> <ul style="list-style-type: none"> <li>• A better sense of their goals</li> <li>• Steps to achieve them</li> <li>• Barriers and how to address them</li> </ul> <p>learn policies, procedures, and programs offered and gain a better understanding of commitment and expectations</p>



# Scope and Sequence



## **UNIT 1 SELF-KNOWLEDGE**

**September and October | Guiding question: “Who Am I?”**

Learners build an understanding of their interests, values, and skills through assessments and activities. They understand how their values and interests relate to their education and career goals



## **UNIT 2 CAREER EXPLORATION**

**November and December | Guiding question: “Where Am I Going?”**

Learners conduct research to explore careers and occupations, understand the job market, and learn how labor market information can help determine career and occupational goals.



## **UNIT 3 CAREER PLANNING**

**January and February | Guiding question: “How do I Get There?”**

Learners explore the career planning process and how it can facilitate the attainment of educational and career goals.



## **UNIT 4 21<sup>st</sup>-Century Skills**

**March, April and May | Guiding question: “How do I Succeed?”**

Learners identify essential workplace skills and develop financial and digital literacy skills for the 21st-century workplace.

# Structure & Content



UNIT 1

## **SELF- KNOWLEDGE**

---

- Timeframe
- Guiding Questions
- Vocabulary
- Standards-alignment
- Advising program will...
- Learners will be able to...
- Activities & checkpoints
- Adaptation for remote learning

# Sample Navigator/Log Status Update

Date / Week #	Staff	Student	Update	Level of Concern  High/Med/Low	Follow-Up Needed	Outcome
8/3/18 Week 1	SG	John Doe	Missed 2 of 3 classes this week. Contacted me about 1 <sup>st</sup> absence, but not the 2 <sup>nd</sup> .	High	Meet to discuss attendance, reasons for absence, absence protocol	Childcare fell through, discussed options for back-up child care.  Will discuss w/ X how to catch up on class work.
8/3/18 Week 1	SG	Jane Deere	Missed class on Mon, emailed in advance to say taking mother to Dr. Appt.	Low	Attendance and follow-up generally good. Will remind her to check on work missed.	
8/3/18	SG	Jim Beam	Came to class late because car broke down. Has arranged rides for this week.	Med.	Can't afford to repair the car right away.  Will need transportation plan until car can be repaired or replaced.	Teacher helped arrange car-pooling with another student.  Navigator exploring emergency funds.





# How Can Data Inform Program Design?

- What do you want to understand about trends in student issues?
- Where can you find information to help you better understand student issues?
- How can you use this data proactively?



Questions	Sources of Information	How to use Proactively
What are common reasons for absences?	<ul style="list-style-type: none"><li>• Attendance logs</li><li>• Navigator notes</li></ul>	<ul style="list-style-type: none"><li>• Text nudges</li><li>• Resource referrals</li><li>• Info workshops</li><li>• Peer support</li><li>• Transparency</li></ul>
What are common career goals?	<ul style="list-style-type: none"><li>• Intake forms</li><li>• Career exploration</li></ul>	<ul style="list-style-type: none"><li>• Pairs &amp; groups</li><li>• Guest speakers</li><li>• Research activities</li></ul>



# Menti



What data can you use to target Navigator activities?

Short answers are recommended. You have 250 characters left.

250  
77

You can submit multiple answers

Submit

# Building Networks of Support



Get Help

Partner with Us

## Help starts here

211 connects you to expert, caring help.  
Every call is completely confidential.

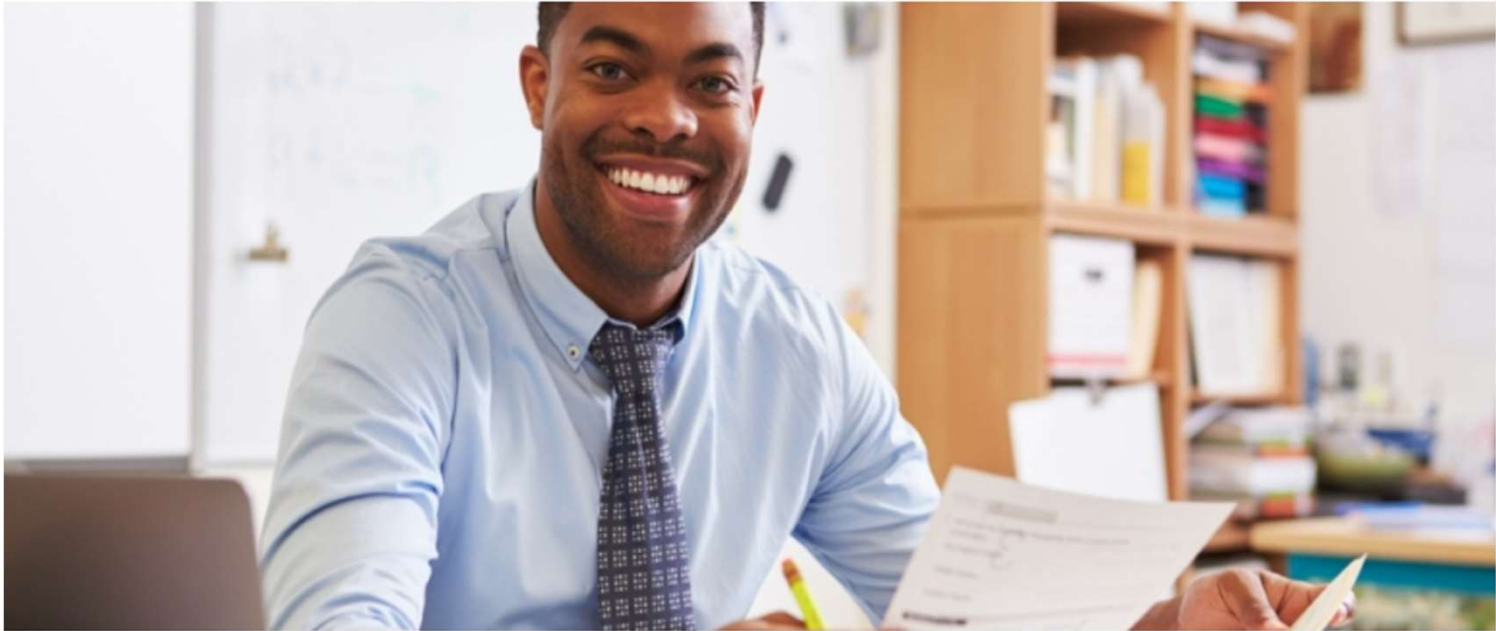


**Call 211 for help**

Can't call us? [Find a local 211](#)



# Online Course: Finding True North



Online registration  
unavailable

## FINDING TRUE NORTH - ROLE OF THE NAVIGATOR

*Self-paced. Available any time. Get started today.*

This course identifies the types of support



**E-LEARNING**  
EdTechCenter@World Education

Free

# Other Resources



Annual  
Conference

College & Career  
Readiness

LEARN MORE

Career  
Pathways

Leadership  
Development

Student  
Supports

Client  
Services



## Advising Students with Foreign Degrees



This guide helps you ask the right questions when working with students with foreign credentials.

[See the guide](#)

## Tech Tools for Navigators and Coaches



[Read the Series](#)

## Personal and Workplace Success Skills Library



Resources to help you integrate personal and workplace success skills into your program.

[View the library](#)







## **Navigator/Student Support Services Program Plan**

**A Navigator Program Plan** outlines specific Navigator activities to be conducted and coordinated by the end of the semester or school year. It's a Navigator Syllabus, of sorts. A plan, even while flexible and ever-evolving, helps keep Navigators and students on track over the course of the semester and program year to ensure that students receive the support and information they need.

While the Navigator certainly must respond in-the-moment to unanticipated situations and student needs as they arise, there is a great deal of ground that the Navigator must cover (in coordination with instructions and campus and community partners) that is routine, tied to specific points in the semester or program year, and based on specific, external deadlines. Examples include: complete the intake and assessment process; develop resume and job search skills; met course enrollment and financial aid deadlines.

These are just a few examples of the types of nonacademic activities and outcomes that might fall to the Navigator to implement or coordinate with other stakeholders and colleagues. A well -conceived, detailed plan can serve as an accountability tool and map to guide all involved in preparing students for college and careers.

A written plan also helps your program to institutionalize the processes and practice you develop for delivering comprehensive student supports and can serve as a foundation for new staff in student support roles, to avoid starting from scratch with each new hire.

Ideally, program administrators will facilitate opportunities for all staff to provide input into the plan and be responsible for implementing aspects of it, in collaboration with the Navigator.



### Instructions for Navigator Program Plan Template

**Week #:** Think about how many weeks your semester is and map out what you want to accomplish based on the length of your semester and specific junctures. For example, if students need to have a job placement by midyear, when do you need to time the job readiness activities, such as resume writing and interview skills? Recruitment, intake, and assessment precedes the start of the semester, so account for that here as well (e.g., 4 weeks prior to semester start date or -4). Include group workshops, group coaching sessions, classroom visits, and individual student meetings – any events or activities that are part of the student support programming - that are planned throughout the semester and year.

**Type of Activity:** Note whether your plan is for an individual student meeting, group session, classroom visit, a separate workshop, job site visit, and so on.

**Topic:** What is the subject focus of the activity?

**Others Involved:** For example, instructors, guest presenters, student mentors, guest presenters from campus or community, and employers

**Materials:** For example, Web sites, handouts, brochures, FAFSA forms, college bulletin or course catalog. Ideally, the materials that you reference in your plan will be the materials you've collected for your Toolkit.

**Desired Outcomes:** What do you want a student to learn, become aware of, understand, accomplish, and do as a result of this planned activity? Don't be too concerned with writing formal objectives, but do have an idea of what you'd like to accomplish.

Navigator Program Plan Template

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes