

BACK ON TRACK EDUCATION COACHING

Central Plains Center for Services is committed to implementing Jobs For the Future's (JFF) Enriched Preparation, Postsecondary Bridging, and First Year Support & Beyond phases of the Back On Track (BOT) model.

This document focuses specifically on how Central Plains is tailoring these three phases of BOT using an individualized approach. This plan is intentionally aligned with BOT's core features and elements. It reflects a series of interconnected activities and tasks.

Enriched Preparation helps young people explore and identify whether postsecondary credentials are right for them. This requires a strong relationship, inquiry identifying their strengths and skills, and connecting them to careers. Youth may never have considered postsecondary education and need a team approach to help them envision a brighter future but also ensure they have the guidance, support, and basic needs to prepare for a postsecondary program. This may take time and they will need to demonstrate commitment and work ethic to complete high school/GED requirements that set them up well for their selected pathway. Enriched Preparation activities should be applied to youth of diverse backgrounds, as they may have experienced low self-esteem that needs to be countered for them to adequately prepare for the rigor of their next phase.

ENRICHED PREPARATION COMPONENTS

- Develop a culture believing ALL students are capable of pursuing postsecondary credentials when adequate support and guidance are provided.
- Help youth develop and set education and career goals
- Assessment that highlights skills, strengths, and interests that can be aligned with postsecondary and career exploration
- Youth-centered and individualized support to complete high school/GED programs that set youth up for postsecondary
- Opportunities for youth to develop agency/self-advocacy
- Identify support network that can be relied upon and encourage personal and academic help-seeking skills

The Postsecondary Bridging phase is a series of activities that are individualized and dependent on the needs of young people so they are prepared and/or supported in their transition from high school (including HiSet/GED) to postsecondary educational opportunities, career-focused training, or credential programs. Bridging activities are aimed at a diverse spectrum of young people, including those who may have completed high school, but have been disconnected from school and work for extended periods of time. Bridging is not necessarily about connecting a young person to any particular job, but instead working to help them start on a career pathway for long term success.



BRIDGING CORE COMPONENTS

- Academic skill reinforcement to prepare youth for entry into postsecondary program
- Development of postsecondary/career success knowledge, expectation, and skills
- Exposure to postsecondary experiences and expectations
- Focused career exploration and planning
- Guidance in selecting postsecondary course of study/career focused training
- Addressing critical barriers to success (tech, basic needs, etc.)
- Regular support to review progress toward goals, celebrate achievements, make adjustments, and take corrective action when needed

The First Year Support phase begins once the youth transitions from Bridging to being enrolled in post-secondary education or career-focused training. First Year Support activities are designed to ensure and increase retention for young people in their educational programs during their critical first year and beyond. During this time, LEAP service providers continue working with LEAP youth to provide retention services, map out their career pathway by helping them see their progression through attainment of postsecondary degree or completion of stackable credentials that lead to a job with sustainable wages.

FIRST-YEAR SUPPORT COMPONENTS

- Development of independence as learners and of self-agency
- Connection to college resources, student organizations, campus activities, and supports
- Guidance in using required technology platforms as well as social media to ensure connections with peers and staff
- Ongoing guidance in selecting postsecondary courses, pathways, and programs of study
- Use of data to monitor progress of student
- Intensive supports to succeed in coursework
- Addressing critical barriers to success

PREPARATION AND SUPPORT CHECKLIST

(NON-CHRONOLOGICAL):

Utilize this checklist to ensure all Bridging steps have been completed and through (at least) the first year of a participant's postsecondary program or credentialed training experience. Help youth complete any missing steps.

INTRODUCTION/REFERRAL

- Initial contact (phone/e-mail/text/home visit)
- Introduction (face to face) with youth, guardian and referral partner (if applicable) to provide support overview
- Develop rapport, inquire about who they are, focus on strengths and ask how they envision their future
- Genuinely introduce a broad concept of postsecondary education so they believe it's possible
- Ensure students signs appropriate release-of-Information and set proper expectations of coaching and college
- Referral to appropriate resources for support that enhance stability and success in college (Vocational Rehab, Medicaid, Economic Assistance, Housing, Transportation, Opportunity Passport, etc.)
- Secure IEP (if applicable) and share with institution's appropriate department

ASSESSMENT/PLACEMENTS

- High 5 Test assessment or other assessment to process strengths that help create academic/career plan
- Intentional conversation regarding career, various postsecondary options, and academic plan
- Research career options (focus on in-demand programs) and pay, education required, location of available programs, aptitude needed (science, reading, math, etc.).
- ACT/Transcript/Immunizations sent to school
 - If applicable, schedule placement exam, offer tutoring and preparation services, then take exam
- Assess financial need; Budget/Open bank account/Financial Planning - connect to Opportunity Passport
- Assess readiness (maturity, readiness, stability, adequate support, etc) - set them up for success not failure.
- Support mental health issues and lack of study skills to help them develop college skills

ADMISSIONS PROCESS **Application to college(s) – Ensure admission**

- Complete a tour of college campus or speak with program coordinator to better understand campus/program
- FAFSA Application: Proof of Ward Letter/Homeless Experience Verification; Complete taxes
- ETV and other scholarship applications (Susan Buffet, Reaching Your Potential, College-specific, etc.) - secure letters of recommendation; complete resume for applications
- Dorm Applications and deposit (if applicable)
- Complete college/program application
- Go over college online navigation system (MyRed, Canvass, Moodle, etc.)
- Connect with Advisor and register for classes (include "College success" course) - complete admissions.
- Order books/Pick up books, get materials and supplies
- Attend New Student/Program Orientation to officially start program.

RELATIONSHIPS AND SUPPORT

- Help youth understand barriers to seeking help then help them develop help-seeking skills to offset issues
- Awareness of campus resources - place emphasis on services and supports related to mental health, financial aid, academic/tutoring, advising, student involvement, professional development, time-management, etc.
- Sign up with at least one student or community organization to increase support system
 - TRiO/Learning Community/Project Everlast/Community Leadership
- Identify other necessary steps to increase chances of student success
- Connect with cohort Opportunity Students to build community and friendship
- Partner with college/program professionals for team approach in support of student
- Connect students w/ leadership opportunities to share voice and increase self-esteem
- Student attends class, engages with others, has fun, and earns credential