



PUTTING STUDENTS IN THE DRIVER'S SEAT

GOOD SHEPHERD SERVICES' *LIFELINK* APPROACH TO POSTSECONDARY SUCCESS

DECEMBER 2012

BACK ON TRACK

PATHWAYS THROUGH POSTSECONDARY



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BACK ON TRACK PATHWAYS THROUGH POSTSECONDARY



Jobs for the Future's **Back on Track Through College Designs** represent the next generation of schools, programs, and pathways that reengage youth and young adults who are off track to graduation or disconnected from school and work. The three-phase Back on Track model—Enriched Preparation, Postsecondary Bridging, and First-year Support—puts youth and young adults on a path to achieving their postsecondary and career aspirations. The Back on Track model is one of JFF's Early College Designs, which blend high school and college in a rigorous and supportive program.

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OVERVIEW

WHAT IS LIFELINK?

LifeLink is an innovative college bridge and retention program, developed and run by Good Shepherd Services, a nonprofit community agency providing youth development, education, and family services. Good Shepherd Services partners with the New York City Department of Education to help students who have struggled in school, or who have dropped out altogether, to graduate. Every year, Good Shepherd helps over 1,000 over-age, undercredited students complete high school through multiple pathways schools or programs, and it assists another 200 in obtaining GEDs.¹

While all graduates of Good Shepherd schools and programs have demonstrated resilience and the ability to succeed through the completion of high school, post-graduation data have shown that they are not immune from the national community college dropout statistics. Some graduates do not make it into community college at all, and many who do enroll fall through the cracks before completion.

LifeLink provides an efficient, centralized postsecondary bridging and support opportunity to students from across Good Shepherd Services' schools and programs. Through just two sites—one in Brooklyn and one in the Bronx—LifeLink enables graduates from any of the organization's schools and programs to transition into and complete college.

PURPOSE AND STRUCTURE OF THE GUIDE

In recent years, leaders of high schools, community-based organizations, and community colleges have recognized that high school diplomas no longer guarantee successful lives for their students. Each of these types of institution can play essential roles in creating bridge programming for young people who have struggled in high school or stopped attending altogether. This is an emerging field of practice desperately in need of innovative models. Good Shepherd Services has created such a model with LifeLink. Still a young program and in a period of rapid experimentation and growth, LifeLink already offers promising works-in-progress. For example, students are placing out of at least one remedial class at high rates (84 percent).

This guide provides an overview of the LifeLink program for educators and community leaders seeking to improve postsecondary outcomes for off-track and out-of-school youth. While the LifeLink programs in Brooklyn and the Bronx have grown organically to meet the needs of each of their student populations and take advantage of opportunities at their partner colleges, they share an overarching program model as well as a set of common design elements.

“Students control everything. Until they flip the action switch, nothing happens. But for the first time in their lives they are in a room where all their peers are moving. That is what makes the difference. Once they know what they want, and are determined to get it, we can help them.”

—Anne Waldfogel, Good Shepherd Services division director of Bronx community-based programs

The program model includes three phases of program operation:

1. Recruiting and preparing potential high school graduates;
2. Mobilizing students for college through the summer bridge; and
3. Providing college support services.

The “Core Design Elements” articulate the values and sensibilities that underlie the LifeLink model:

- > **Student-driven Program:** LifeLink is an individualized program driven by students’ personal motivations and needs. Students are responsible for every step of their involvement, from enrolling in the program to selecting the types of support that will be most helpful to them in completing community college. They are supported and coached through the program by student leaders.
- > **Peer Support Systems:** LifeLink connects students with strong systems of peer support. Program activities provide opportunities for students to develop prosocial relationships with their peers. Older students and recent program graduates serve as mentors for newer students.
- > **Personal Supports:** LifeLink assists students in developing the social and emotional competencies and soft skills necessary for success in community college and careers. Through offering personalized counseling, conducting group trainings, and implementing student tracking systems, LifeLink staff make sure that participants receive the supports they need and that no one slips through the cracks.
- > **Academic Bolstering:** LifeLink implements a blend of teacher-led instruction, one-on-one tutoring, and online learning to prepare students for the academic rigors of community college. Each student works with staff to determine an individualized program of study designed around her own abilities, needs, and desired results.
- > **Strategically Disbursed Incentives:** LifeLink uses modest financial stipends to incentivize students’ efforts in the program. The young adults who participate in the program have immediate financial needs. The stipends, earned only by focused productivity, help meet these needs and show students that investing in their education will be rewarding financially as well as intellectually.
- > **Inviting and Professional Physical Space:** LifeLink centers are welcoming environments that offer a comfortable atmosphere for students to work, meet, and celebrate successes together. The centers foster a sense of student ownership of the space.

The guide offers examples of specific programmatic components, current best thinking on implementation, and sample tools being used by LifeLink students and staff.

PROGRAM PHASES

While each of the three phases of the LifeLink program includes a distinct set of activities, each phase flows into the next and, as students move through the program, they have opportunities to take on peer leadership roles in the previous phases (see *Design Element: Peer Support Systems for more information on leadership development in LifeLink*). All phases are based on the program's design elements.

PHASE ONE: RECRUITING AND PREPARING POTENTIAL HIGH SCHOOL GRADUATES

LifeLink reaches out to students in multiple pathways schools and programs and introduces them to the importance of attending and completing community college. While students are still working on earning a high school credential, LifeLink staff, program participants, and alumni begin helping them prepare for college through application advisement, financial aid guidance, and college placement test preparation, as well as activities designed to raise awareness about the personal qualities and skills that will be necessary for college success.²

LifeLink staff reach out to students and staff members at Good Shepherd Services high schools and programs throughout the year. To recruit 70 students, Bronx LifeLink staff talk to about 400 students each year. LifeLink recruiters—who include current participants and alumni as well as staff—spend significant time in the high schools, sometimes visiting for a full day or even returning for several consecutive days to

meet with students and administrators. Every student reached through the recruiting efforts is entered into a database so that staff can follow up with them later. If staff members do not have a chance to see a student on a subsequent visit, they call him with an invitation to come to the LifeLink center on a day when there is no school. Some students are not interested in LifeLink at first but later realize the program would be a good opportunity for them. For example, this is the case with some students who had hoped to attend a four-year school but discovered that they were not adequately prepared.

Part of the work for LifeLink staff is inspiring staff members at the multiple pathways schools and programs where LifeLink recruits participants to believe that college success is possible for their students. Engaging and building relationships with school administrators and faculty is as important a piece of LifeLink recruiters' work in the schools as meeting students. Without buy-in from school-based staff, recruiting is very difficult. In summer 2012, the directors of Good Shepherd Services high school programs spent several days at Bronx LifeLink to gain a better understanding of the program.

See the sample tools **Introductory Letter to High School Principal** and **Guide to LifeLink Recruiting for High School Counselors** for examples of the kinds of outreach material LifeLink staff can provide to staff at multiple pathways schools and programs.

LifeLink asks staff members at schools and programs who refer graduating students to complete a one-page referral form. See the **Referral Form** sample tool for an example of such a document.

"I tell the school staff, 'You get them to me and I'll take it from there.' Once they refer students to us, we can inform them about the opportunities and keep up with them."

—Patricia Smith, Good Shepherd Services program coordinator of Bronx community-based programs

To introduce students to LifeLink and to available community college opportunities, LifeLink staff provide workshops on site at Good Shepherd Services high schools and programs. The goal is to provide interactive activities that help students realize the risks and rewards of pursuing a college education and decide to take action to improve their chances of getting into college and being successful.

The workshops are designed to be as much about mobilizing student interest as they are about delivering or exchanging information. In the Bronx, workshops enable high school students to meet and interact with community college students and recent graduates who serve as presenters in a series of two-hour programs about the risks and opportunities of going to college, the odds of success, the difference college can make in earning potential, and how colleges use placement tests. Brooklyn LifeLink also utilizes current students in this phase.

All LifeLink recruiting sessions open with icebreakers based on team building and end with specific action steps—with deadlines—for interested students. Bronx LifeLink carries out a sequence of four group meetings in a semester. In the second session, the students fill out applications to the City University of New York (CUNY) and take a placement test. The third session is a college visit, and the fourth is an opportunity for students to learn more about and sign up for LifeLink. Whenever possible, the same LifeLink staff members stay with the group for all four sessions.

To see an example of an agenda for a recruiting session, see the sample tool **Agenda for First LifeLink Recruitment Session**. The sample tool **Data to Show Students Financial Value of Attending College** is a handout used in initial LifeLink recruiting sessions.

Right after the first meeting with students, LifeLink staff ask students to complete intake forms, which include demographic information and questions about their educational experiences. Brooklyn LifeLink partnered with the Youth Development Institute to develop supplemental intake questions that enable staff to learn more about the specific supports students need and which services, if any, they are already accessing.³ Information requested on the questionnaire informs LifeLink staff about how best to serve students, and some of the information is needed for funding reports.

See the sample tools **Intake Form** and **Supplemental Intake Questions**.

Once LifeLink accepts students, program staff begin working with them on preparing for college. While the students are still in high school, they receive guidance and support on every aspect of the college application process, including completing the application, assembling necessary documents, getting a money order for the application fee, and even addressing the envelope and mailing it. Staff also walk students through the online Free Application for Federal Student Aid (FAFSA) application and the Tuition Assistance Program (TAP), a state aid application.

For students who have not yet passed the Regents tests (a requirement for receiving a high school diploma in New York State), Bronx LifeLink offers a 40-hour intensive Regents preparation course as a supplement for students who are trying to overcome what is in many cases their last obstacle to graduation. Initially, these courses were open to students preparing for any Regents exam, with a focus on test-taking strategies, but LifeLink staff noticed that students needed content preparation as well. They have shifted to offering preparation courses for one specific Regents test at a time. These courses focus on U.S. and global history, and passing rates for both of these subjects have shown an extraordinary increase. The program targets students who are willing to make an extra effort, and participation guarantees a seat in the LifeLink program for students who pass the Regents.

LifeLink staff encourage students to register for college as early as possible, giving ample time to take and, if necessary, retake the CUNY placement test. Registering early gives time for students who do not initially do well on the test to make sufficient gains and retake the test before starting college. It also provides students with a reality check about the work that needs to be done. Students who have not placed out of remedial math must commit to 45 hours of math work as part of LifeLink's bridge program.

Students interested in participating in the LifeLink summer bridge phase meet with staff for one-on-one conversations and take diagnostic tests. They also complete an orientation during which they see a syllabus for the bridge program. If they want to join the program after receiving this information and having the

experiences described above, they then sign a program expectations agreement and are placed in a cohort with whom they will move into Phase Two.

See the sample tool **Scholar Expectations Contract** for a sample program expectations agreement.

PHASE TWO: MOBILIZING STUDENTS FOR COLLEGE THROUGH THE SUMMER BRIDGE

LifeLink engages students in an intensive summer program that prepares them academically, socially, and financially for success in community college. The LifeLink summer bridge engages students in college-readiness activities throughout the summer months by offering team-building activities, personalized instruction in core academic subjects, preparation for placement tests, and workshops on soft skills.

The summer bridge program is six weeks long, four days per week, four hours per day. Students are eligible to receive a stipend based on participation and meeting goals (see *Design Element: Strategically Disbursed Incentives for more information on the scholarships*). While primarily a summer program, some bridge activities are also offered in the spring and fall for students who graduate from high school in the winter and at the end of the summer. The schedule and stipend available are different in the fall/spring cohorts, since the time commitment is shorter.

Motivating students—and inspiring them to be self- and peer-motivated—is the central focus of all LifeLink programs but can take somewhat different forms across sites and over time, depending on student needs and resources. In Brooklyn, the summer program starts with an overnight retreat at Camp Ramapo, about two hours north of the city in Rhinebeck, New York. This retreat focuses on team building and helping students build strong relationships with their peers with whom they will be entering community college. Throughout the summer, the program continues to offer opportunities for students to build relationships with one another and with staff members. The Bronx program develops a similar focus, with student activities and meetings occurring outside of a retreat context. In all cases, there is a focus on relationship building among

students (see *Design Element: Peer Support Systems for more information on how LifeLink sites build strong communities within their cohorts*).

LifeLink's central mission is to inspire student ownership of—and action on—postsecondary goals, and the program has developed specific tools to help students who are making a major commitment to their own success ensure that their actions produce positive results. One way the program does this during the bridge phase is by helping students prepare for the COMPASS placement test at CUNY. Success on the placement test means avoiding remedial courses, which consume limited financial aid and offer no credits. Almost no LifeLink students can pass the math test when entering the program, so math instruction is a major component of the summer bridge.

Lori Younge, the math coach at Brooklyn LifeLink, researched what types of math problems are most likely to appear on the COMPASS test and created lessons on those topics. They include 15 topics in pre-algebra and 15 in algebra. These lessons prepare students both to place out of noncredit remedial courses and for entry-level college courses. Younge pulls homework assignments directly from the Hostos Community College website COMPASS Mathematics Review (see www.hostos.cuny.edu/oaa/compass) to ensure that they align as closely as possible with the content and format that students will see on the test.

Bronx LifeLink takes a similar approach, adding an online component. Customized math packets, similar to those designed by Younge, are integrated with online practice sessions and problems from Khan Academy (www.khanacademy.org). The expanded practice and tracking capacity of Khan Academy and LifeLink staff members' ability to integrate it with the educational social network Edmodo have given them a much stronger interactive framework to support student productivity.⁴ This not only lets students monitor their own progress and target their areas of need, it also encourages coaches to be active in finding additional supports, armed with a clear view of the students' productivity and capacity. Coaches have a sharply defined framework in which to operate, and the resources of adult academic leaders can then be targeted for optimum academic impact.

Bronx LifeLink is developing a writing program using the Edmodo website as a hub to promote the same kind of directed learning and coaching experiences for students. The prototype, which ran in the 2012 summer bridge, had a positive response from students, both in output and accomplishment.

Bridge students were originally tested at the beginning of the bridge using the diagnostic test from the Hostos website. More recently, agreements with CUNY have made it possible for students to take the actual CUNY placement test twice—at the beginning of the bridge program and at the end—giving students not only more chances to place out of remedial classes but also a more realistic opportunity to practice before their final chance to take the test. Also, their gains in the bridge can be measured against a real-life standard. Results from the 2012 bridge program in the Bronx were promising: 84 percent of the students who retook the placement test at the end of the bridge placed out of at least one remedial class.

Most LifeLink students need some remediation in math (93 percent test into remedial math, and 46 percent test into the lowest level of remedial math). In the few cases where students place out of pre-algebra or algebra on the diagnostic test at the beginning of the semester, they can work independently on more advanced lessons using Khan Academy or other online programs.

When it comes time to register for courses, LifeLink staff and student mentors walk students through the online registration process, assist them in thinking through course selection, and connect them with helpful resources on campus. Staff and student mentors lead visits to community colleges to familiarize students with important locations on campus. Staff also offer workshops on topics such as time management, study skills, and effective communication (see *Design Element: Personal Supports for more information on these workshops*).

Students have to make up all missed work for absences, even if they are excused.

To get a sense of the course of study and the way the program is run during the bridge phase, see the **Summer Bridge Syllabus** and **Spring Bridge Syllabus** sample tools.

PHASE THREE: PROVIDING COLLEGE SUPPORT SERVICES

LifeLink offers academic advisement, tutoring, social and emotional counseling, and a strong network of peer support for students while in community college. Through regular meetings with counselors, tutoring sessions, and group activities, LifeLink plays an active role in students' lives and assists them in navigating the complex dynamics of attending community college as young adults who have many responsibilities in addition to college completion.

Once they matriculate at community college, students need continued academic and social-emotional support in order to succeed. LifeLink offers students regular meetings with counselors, student mentors, and peers at both LifeLink centers and on the college campuses. Students who participate in these meetings regularly are eligible to receive stipends (see *Design Element: Strategically Disbursed Incentives for more information on the scholarships*).

By building relationships with key administrators at the community colleges, LifeLink staff can provide additional support to students on campus. Theory Thompson, Bronx LifeLink's college retention program director, has spent five years at Bronx Community College developing relationships with everyone from the director of community relations to the director of financial aid to the admissions officers. This has made it possible for Thompson to connect LifeLink students with resources on campus, such as the College Discovery program, which offers tutoring, counseling, and financial assistance to students who have experienced economic disadvantages; Accelerated Study in Associate Programs (ASAP), which accelerates highly motivated students toward earning Associate's degrees; the Search for Education, Elevation, and Knowledge (SEEK) program, which helps nontraditional students access four-year colleges within the CUNY system; and Phi Theta Kappa, an honor society for students with a 3.5 GPA or higher.

Brooklyn LifeLink has a partnership with New York City College of Technology. The partnership includes a data-sharing agreement that, after students give permission, provides LifeLink access to their academic

records. Although Good Shepherd Services had begun connecting with NYCCT independently through the college's provost's office, this relationship was formalized through collaboration with the Youth Development Institute. YDI served as the intermediary for two community-based organizations in forming a partnership with the college. The relationship between Good Shepherd Services and NYCCT that YDI helped formalize has expanded over time. Brooklyn LifeLink staff have regular case conferencing meetings with the provost, dean of teaching and curriculum, and one of the academic advisors at NYCCT, along with YDI and the other CBO partner. These meetings discuss students about whom staff are concerned. LifeLink has also cultivated a relationship with an admissions officer at NYCCT who is very invested in the success of LifeLink students. LifeLink staff can bring any students who have issues with their applications directly to this officer.

Brooklyn LifeLink is in the early stages of building a partnership with Kingsborough Community College. The partnership has been formalized through the dean of enrollment's office. The program can use space on campus to meet with students, and students have access to an academic advisor and a financial aid officer. Most recently, LifeLink partnered in a campus-based summer bridge program. Marisol Zacarias, Brooklyn LifeLink's program director, spends a few hours each week on campus at Kingsborough and would like to expand the partnership to 10 to 15 students at a time.

In their first month of college, Brooklyn LifeLink students meet one on one with a counselor for a half hour each week. During the rest of the first year, meetings take place twice per month and then once per month thereafter. Students work with the counselor on a "life plan" for long-range goals and a semester plan for shorter-term goals. Counselors provide social-emotional and academic support. Students also can get math coaching three times a week; two of the sessions are on the college campus, and the third is at the LifeLink center.

In the Bronx, students spend one hour each week with LifeLink staff in a small LifeLink office at Bronx Community College. They devote most of this time to addressing administrative issues and soft skills, though they sometimes work on academics as well. Students then spend four hours each week at the LifeLink center in guided study sessions, working with staff and student mentors on coursework (*see Design Element: Academic Bolstering for more information on the guided study sessions*).

CORE DESIGN ELEMENTS

DESIGN ELEMENT: STUDENT-DRIVEN PROGRAM

From beginning to end, the LifeLink program is designed to be student driven—students must elect to join the program, each student crafts her experience in partnership with LifeLink staff, and each student moves through the program at his own pace. Because LifeLink is driven by each student’s needs and individual motivations, the program can meet the diverse needs of entering students in a way that a program with a more standardized delivery model could not. It also prepares students for the level of self-motivation and responsibility they will need to succeed in community college.

STUDENTS RECEIVE STRONG CUES THAT LIFELINK IS STUDENT DRIVEN

As soon as students arrive at the LifeLink center for orientation, they begin receiving deliberate visual cues that the program is student centered in a way that is different from most high school programs. Rather than walking into a traditional classroom, where they might find desks in rows and a teacher at the front of the room, students entering LifeLink:

- > Are greeted by tutors and staff assistants who are close to their age, many of whom are recent graduates of the program (see *Design Element: Peer Support Systems*);
- > See their own and their peers’ voices on the wall in the form of answers to questions, such as “Why are you here?” (see *Design Element: Inviting and Professional Physical Space*); and
- > Can use computer workstations to work on the precise academic activities they must focus on, at their own pace.

STUDENT ACTION INITIATES PARTICIPATION IN LIFELINK

LifeLink staff visit Good Shepherd Services high school programs and tell students about the opportunities available through LifeLink. Some Bronx LifeLink staff are recent alumni of the program, and they often lead these presentations. This gives students an early indication that the program honors student voice. Once high school students express interest in participating, they receive a sample syllabus for the summer bridge program, showing them exactly what the commitment entails. Then students receive a contract laying out everything that will be expected of them and that they can expect from the program. It is entirely up to each student whether to sign. If a student chooses to participate, both the student and her LifeLink counselor sign the contract. Thus, each student has had to take deliberate action even before the program begins.

See the sample tool **Scholar Expectation Contract** for an example of how expectations are communicated to students at the start of the program.

STUDENTS DEVELOP PERSONAL RESPONSIBILITY

By focusing on student-initiated effort rather than adult-led activities, LifeLink intentionally abandons the traditional school structure to which many students are accustomed. “The whole program is triggered by personal responsibility,” explains Jim Marley, assistant executive director for Good Shepherd’s Bronx community-based programs.

During the summer and for guided study sessions throughout the year, students are expected to come in, say hello, get the materials they need to work on, and begin their work. The sessions are not convened by adults. Students know what work they need to complete. If students come in and watch videos on the Internet for hours, they are not stopped and admonished, but if they

have no work to turn in, they do not receive a stipend. In this way, they learn the consequences of their actions and see that when they do the work they committed to doing, they receive fast, tangible benefits. *(For more on incentives, see Design Element: Strategically Disbursed Incentives.)*

A few students at the beginning of their tenure at LifeLink go a few days without getting work done, but usually after the first meeting with a staff member who asks them to demonstrate their progress, they realize that success in the program relies on their actions and they change their habits. This shift in understanding personal responsibility is essential to success in community college and beyond.

WEEKLY GOAL SETTING DRIVES STUDENT LEARNING

Once enrolled in the Bronx LifeLink bridge program, each participant has a unique study plan based around her particular course load and assignments. To help students make good use of study time, Bronx LifeLink staff created a weekly goal sheet that students fill out with a student mentor at the beginning of each week. This sheet is stored online on GoogleDocs, giving each student access to it from any Internet connection. Staff can access all students' sheets at any time as well.

See the [Weekly Goal Sheets](#) sample tool for an example of a document that students and staff can use to set and track goals on a weekly basis.

DAILY CHECK-INS PROMOTE EFFECTIVE USE OF STUDENTS' TIME

To keep students on track with their weekly goals, Bronx LifeLink staff created a sign-in sheet that all participants fill out each time they come to the LifeLink center. The sheet asks which pieces of their weekly plan the students will work on that day. When students leave, they self-assess their work for the day. With this process, it is up to the students to manage their time, but structures are in place to help them set and focus

on goals. These sheets also make it easier for staff to quickly check in on students' progress and efficiently target help.

See the [Daily Sign-in Sheet](#) sample tool for an example of a simple tool for helping students use their time effectively.

STUDENTS COMPLETE EDUCATIONAL AUTOBIOGRAPHIES

Brooklyn LifeLink invites incoming students to write "educational autobiographies" at the beginning of the summer bridge. This gives each student the opportunity to describe his own educational identity by telling stories from his past and describing his goals for the future. Through this process, many students identify their fears about attending college, and by naming these concerns, students can proactively address them with their peers and LifeLink staff.

LEADERSHIP OPPORTUNITIES EMPOWER STUDENT VOICES

All activities are student generated, either through a formal, student-led advisory council that plans monthly program-wide activities (Brooklyn) or an informal group (Bronx). The student council is responsible for generating activities that will excite students and for organizing monthly events. The strategies and approaches for student voice in programming are evolving continually.

Brooklyn LifeLink also has two summer internships for current students to serve as "teaching assistants." These students get leadership opportunities, such as invitations to present at the high schools from which they graduated. LifeLink pays student summer interns for 20 hours of work a week. During the semester, students do not receive pay, but LifeLink covers their travel expenses and offers incentives, such as movie tickets.

"The program is great. When it comes to school and personal issues, I always receive the best advice."
—Janeyia, LifeLink Participant

DESIGN ELEMENT: PEER SUPPORT SYSTEMS

The LifeLink program connects students with strong systems of peer support. Some of this happens through deliberate opportunities for students to develop prosocial relationships with the other students in their cohort. It is also made possible by hiring recent program graduates as staff members.

GROUP ACTIVITIES ENCOURAGE RELATIONSHIP BUILDING

Starting with icebreakers during orientation, students who enter LifeLink together are encouraged to get to know one another through activities facilitated by their peers and LifeLink staff, including recent graduates of the program. Staff describe students growing noticeably happier as the program progresses and students begin to form friendships with their peers. Being part of a self-selected group of peers who are taking a proactive approach toward their futures is a new experience for many LifeLink students, and it can be exciting to have friends who encourage them to do well.

Group activities at LifeLink include:

- > Name games and activities designed to help students get to know one another (e.g., “human bingo,” through which participants learn about their peers as they try to fill out a bingo card full of personal characteristics instead of numbers);
- > Trips (including an overnight outside the city);
- > Pizza parties to celebrate accomplishments (e.g., completing the summer bridge or a semester);
- > Resume writing and interview workshops; and
- > Community meetings (including the opportunity for students to give one another shout-outs).

At Brooklyn LifeLink, student voice is present in planning program-wide events (see “*Student Leadership Opportunities*” in *Design Element: Student-driven Program for more information about the advisory committee*).

STUDENTS AND RECENT GRADUATES PLAY A LEAD ROLE IN RECRUITMENT

Luis Fuentes, a recent graduate of Bronx LifeLink, is now a program assistant on the staff. One of his responsibilities is to work with Program Coordinator Patricia Smith on recruiting. Fuentes visits the high school he attended, as well as other nearby schools, and tells students about the challenges of community college.

“I didn’t even know until after it happened, but I got withdrawn twice in my first year of college,” Fuentes tells high school students who are considering community college. He explains the technicalities that almost barred him from finishing community college and then talks about how LifeLink helped him navigate the bureaucracy. Stories like these give potential LifeLink students firsthand explanations of the value of participating in a program that helps build a bridge from alternative high school to college.

LIFELINK ALUMNI SERVE AS PROGRAM STAFF MEMBERS AND ROLE MODELS

Good Shepherd Services recruits and trains LifeLink graduates to serve as staff members and mentors in the programs. In hiring staff for the summer bridge, Bronx LifeLink recruits alumni, many of whom have already been trained through working in other Good Shepherd programs, and most of whom have Associate’s degrees and are attending four-year colleges. They receive \$18 per hour for 30 hours per week for eight weeks. Some then stay on for fewer hours during the school year.

“We got to know each other very well, very quickly. We told each other our stories at orientation, but when we went on a retreat in the woods, we had a campfire and got very emotional talking about what brought us here. . . . Now we’re friends and we text and call each other all the time.”

–Donai, LifeLink participant

“Through real stories, I show students that no one, including me, has everything about college figured out, and I explain the value of having LifeLink to help you through.”

–Luis Fuentes, *LifeLink assistant and graduate*

Program Assistant Fuentes works at LifeLink 18 hours each week while he is in school full-time at NYU, studying history to become a teacher. In addition to aiding in recruiting, Fuentes tutors LifeLink students in history, helps them prepare for the Regents, and counsels them on financial aid.

Staff members who are currently enrolled in four-year colleges try to arrange events at their schools for LifeLink students. This gives LifeLink students a chance to see the types of opportunity open to them if they complete community college.

While alumni staff primarily act as tutors, LifeLink students also talk to them about life issues. As current college students, the alumni staff play an important role, communicating firsthand experiences not only of how hard college is but also how to navigate through it and succeed. Alumni are not trained as psychological counselors; LifeLink teaches them to refer such issues to trained staff when necessary. However, the alumni staff members play such a familial role to the LifeLink students that, after relationships form during the summer bridge, the students may refer to them as “aunts” and “uncles.”

The alumni staff receive training, advice, and support from the more senior members of LifeLink. Dave Bircher, director of the Bronx LifeLink center, trains alumni staff in tutoring techniques. Theory Thompson, Bronx LifeLink’s director of college retention, meets with alumni staff members at the end of each week, and they run through every student’s weekly goal sheet to discuss progress. If a student is facing challenges, Thompson helps the alumni staff identify the right resources, such as professors’ office hours, on-campus tutoring services, career services, or psychological counseling services.

PEER SUPPORT GROUPS PROVIDE SOCIAL AND EMOTIONAL SUPPORTS

College transition and success counselors at Brooklyn LifeLink ran a “seminar series” for students during the spring 2012 semester. These 90-minute monthly seminars, which have come to be called “Brothers and Sisters Sessions,” offer students a chance to talk about nonacademic issues and build bonds with one another. Students select the topics and the counselors put together agendas, spread the word about each month’s topic, and facilitate the group.

Some of the issues addressed include low self-esteem and dealing with unhealthy relationships. The workshop series was piloted in 2012, and Brooklyn LifeLink is in the process of collecting feedback through surveys to inform planning for the coming year.

PEER MENTORING PROVIDES ONE-ON-ONE STUDENT SUPPORT

In 2012, Brooklyn LifeLink launched a peer mentoring program that partners LifeLink students in their first year of community college with those in their third or fourth semester. Students interested in becoming mentors must commit to working with two or three first-year students for an entire year. They meet with their mentees at least three times each semester—once during the first two weeks of classes, once around midterms, and once during finals period. After each of these time periods, all the mentors meet with College Transition and Success Counselor Deshaun Mars to debrief their mentoring sessions and receive professional development to prepare them for the coming sessions. LifeLink pays mentors for each mentoring session and for the professional development meetings.

To learn more about the operations of the peer mentoring program, see the following sample tools: **Benefits of Mentoring Flyer**, **Peer Mentor Application**, **Peer Mentor Expectations**, **Confidentiality Agreement for Peer Mentors**, and **Peer Mentor Meetings Checklist**.

DESIGN ELEMENT: PERSONAL SUPPORTS

To help students succeed in community college, LifeLink provides intensive personal supports. Beyond academics, many students need coaching and assistance in a variety of areas. LifeLink students are dealing with a variety of nonacademic challenges, including unstable housing situations, child care needs, and the time and costs of transportation. The biggest challenge for most students is financial. Many students have to spend a lot of time working (or looking for work) in order to support themselves and their families and pay for college. This focus on earning can infringe on their studies. This is an especially large issue for undocumented students, who cannot receive federal or state financial aid and must pay full tuition.

In addition to these tangible challenges, many students have not had the opportunities or support needed to develop certain life skills and social-emotional competencies. The LifeLink program is designed to assist students in building these skills and competencies as they prepare for and enroll in college. Much of this assistance occurs through peer-led activities (*described on pages 8-9 in Design Element: Peer Support Systems*). Additional practices are described here.

STUDENTS RECEIVE PERSONALIZED COUNSELING

Throughout the summer bridge and then during weekly meetings with students on campus, LifeLink counselors work one on one with students to address their individual needs and provide support services. Theory Thompson, the Bronx LifeLink college retention program director, sets up one-on-one counseling sessions with students seeking ongoing support with emotional challenges, social anxieties, and other nonacademic issues. This counseling is voluntary for students.

Thompson, who is currently working toward a Master's in Social Work, reserves a conference room at the community college for these sessions, helping ensure privacy and confidentiality. Students who are seeking such supports but would rather keep the issues separate from their relationships with LifeLink staff are referred to the community college's psychological services office.

STUDENTS RECEIVE EXPLICIT TRAINING IN SOFT SKILLS NEEDED FOR SUCCESS

LifeLink has developed workshops to help prepare students for the nonacademic skills that are essential to success in college. These workshops are often discussion-based and involve role playing. They prepare students for scenarios that are likely to occur in college, such as:

- > What do you do if you are sick and can't make it to class?
- > What do you do if you can't understand what your professor is saying?
- > What do you do if you can't afford (or find) the books you need for class?
- > How do you effectively get help from college administrators?
- > How do you manage the freedom that college affords?
- > How do you budget time well and avoid procrastination?
- > What is the best way to take notes and prepare for exams?
- > How can you discuss with a professor a grade you feel is unfair?

These workshops take place during the summer bridge as well as the school year. These can occur as supplementary activities during club hours on campus or at other times when all students are free.

The Brooklyn LifeLink staff have read David Conley's article, "Redefining College Readiness" (www.epiconline.org/files/pdf/RedefiningCR_Vol13.pdf). They discussed the "key cognitive strategies" and "contextual skills and awareness" that Conley describes as components in a comprehensive definition of college readiness. Staff members then worked together to define outcomes, indicators, and a set of activities to prepare students for college. This included workshops like those described above, as well as a participatory "action research" project that students engaged in during the summer bridge.

In the same vein, Bronx LifeLink received permission for Thompson to teach a course at Bronx Community

“Some students need more prep around study skills and time management; some need social-emotional resources for their lives both on and off campus; some just need someone to talk to.”

–Deshaun Mars, Brooklyn College transition and success counselor

College called “Orientation and Career Development” or “OCD-01.” This course is designed to “enable students to develop basic college survival skills.” It uses an anthology called Building a College Community: Developing Strategies for Success (2009) as a core text.

See the sample tools [Orientation and Career Development Course Syllabus](#) and [Power of Communication Workshop Plan](#) for more detail on OCD-1.

DESIGN ELEMENT: ACADEMIC BOLSTERING

One of LifeLink’s primary functions is to prepare students for the academic rigors of community college. Students enter with a wide range of academic experiences and abilities. Some have already taken the COMPASS placement exams and placed out of remedial math. Others need elementary math. Few have experience writing the kinds of essay that entry-level community college courses require.

The LifeLink program implements a blend of teacher-led instruction, one-on-one tutoring, and online learning to ready students for the COMPASS placement exam and the coursework that they will face once enrolled. Each student works with staff to determine an individualized program of study designed around his own abilities, needs, and desired results.

STAFF CLOSELY TRACK STUDENTS’ ACADEMIC STATUS

During the summer bridge and throughout the school year, LifeLink staff pay close attention to each student’s academic standing. Often, by the time a student comes to staff to report a problem, it is too late to address it, so the staff have developed systems for proactively tracking student status. These include having access to students’ grades in the community college computer system, as well as conducting weekly meetings to check in with students about how they are doing in each

class. Staff share online spreadsheets and databases that contain this information and meet weekly with one another to discuss concerns.

LifeLink staff use shared spreadsheets and databases containing many sets of data to track student progress. During the summer bridge, these data include attendance, COMPASS test scores, vocabulary learned, essays written, and certificates earned.⁵ During the school year, they include remedial courses passed, credits earned each semester, and attendance at study sessions.

Staff use the spreadsheets to monitor student progress and target individual and group interventions. In addition, students can keep track of their own progress on the spreadsheets. To make accomplishments more public, completed certifications and other achievements are posted on the walls. The spreadsheets are also useful in showing current and potential funders the commitment and progress of students throughout the program.

See sample tools [Spreadsheet for Tracking Student Progress in Summer Bridge](#) and [Spreadsheet for Tracking Student Progress in College](#) for examples of documents to monitor academic progress.

If a student is falling off track in academics, LifeLink staff members are transparent with the student about their concerns. For instance, data have shown that if a student hasn’t earned 12 credits by the end of her third semester, it is unlikely that she will graduate. LifeLink staff offer visual representations of this information when they meet with students. If a student is falling behind in earning enough credits, staff work closely with him to make sure he is doing everything possible to obtain the needed credits.

See the [Student Credit Attainment Analysis](#) sample tool for an example of a visual representation of a student’s credits in relation to the baseline needed for success.

At the midpoint of each semester, LifeLink staff make a concerted effort to schedule one-on-one check-ins with

all students who joined LifeLink, even those who have participated actively. This is an opportunity to step back from weekly check-ins and ask larger questions about how the college experience and the LifeLink program are working for the students. These conversations lead to direct follow up with individual students, and they also inform directors' plans for programmatic changes and staff training.

See the sample tools: **Midterm Check-in Protocol** and **Midterm Check-in Question Sheet** for more information on conducting midsemester check-ins.

PERSONAL ACADEMIC PLANS HELP STUDENTS ACHIEVE GOALS

LifeLink staff meet with each student at the beginning of the summer bridge and at the beginning of each semester to discuss her goals and what she wants to accomplish in the coming months. Based on the student's responses to questions about short and long-term goals, staff help her select courses, set study goals, and develop a plan to accomplish these goals. Depending on the student's skill level and what courses are required in her program, a fair amount of her plan of study may already be determined. However, there is always room for students' interests to determine some of their programs.

Weekly meetings with LifeLink staff keep students on track with their plans. Staff can access the plans online, so no matter where they meet with students, they can refer to the goals and academic plans.

GUIDED STUDY SESSIONS HELP STUDENTS USE TIME PRODUCTIVELY

During the school year, LifeLink expects students to work on their assignments with LifeLink staff on a weekly basis. These sessions range from one-on-one tutoring—during which the student has the staff member's undivided attention—to drop-in study sessions, during which one staff member is available to help while many students work independently.

The Bronx LifeLink center is open from 10 a.m. to 4 p.m. every weekday, and the Bronx LifeLink office at Bronx Community College is open from 10 a.m. to 5 p.m. every weekday. Students can come to either location when they have time and receive guidance and support as they study. A primary way LifeLink staff help students use time productively is by checking in with them whenever they arrive about what they plan to work on while they are there. Each student has set weekly goals, which the staff can access online, and the student's plan for the study session should reflect those weekly goals. Staff offer support on any area about which a student expresses concern. Before students leave, staff members check in again and ask them to assess how well they did on executing their plan.

See the **Weekly Goal Sheets** and **Daily Sign-in Sheet** sample tools for examples of documents that can help guide study sessions.

In Brooklyn, the study sessions are available on campus and at the program site during designated hours. Tutors schedule sessions with students in advance but also have a dedicated space where students can drop in.

SUMMER BRIDGE MODELS COLLEGE-LEVEL ACADEMICS

The LifeLink summer bridge program exposes students to the formats and levels of work that will be expected in community college. This begins with providing a syllabus for the summer and expecting all students to use it to keep track of assignments, due dates, and expectations (see *Phase Three: Mobilizing Students for College Through the Summer Bridge for examples of bridge syllabi*). Instructors hold office hours to familiarize students with the ways they will need to seek help in college. Instructors have students work in groups and ask them to show their work publicly on the whiteboard to help them get through the anxiety of being put on the spot in front of their peers. The instructors make time during sessions to debrief how these experiences feel and to normalize students' responses through sharing their own stories from when they were students.

"Students want to be able to ask for help when they need it, but they don't want people breathing down their necks."

—David Bircher, Bronx LifeLink program director

Instructors in the summer bridge try to simulate the types of assignment students will experience in the coming semester. This includes math homework similar to what will be expected in entry-level courses (the summer bridge curriculum at Brooklyn LifeLink was designed by a recent City Tech graduate); math tests that emulate the COMPASS placement test and college exams; readings from scholarly journals and anthologies; and long-form writing assignments that require synthesis, analysis, and original thought.

During the 2011 summer bridge program, students at Brooklyn LifeLink had to conduct original research on a social issue of their choice. They worked in groups, which gave students practice in collaborating, researching, synthesizing, producing a final product, and presenting it publicly. Projects focused on such issues as stereotypes about black men, gentrification, and budget cuts in schools.

DESIGN ELEMENT: STRATEGICALLY DISBURSED INCENTIVES

LifeLink uses modest financial stipends to incentivize students' efforts. "Our decision to use incentives was a direct attempt to speak to the issue that choosing college was an economic necessity for [students] and to validate their decision to choose to become more involved and productive," explains Jim Marley, assistant executive director for Good Shepherd's Bronx community-based programs. "In a traditional school, the teacher gets all the money. Here we turn that around and give the money to the people we want doing all the work—the students."

Stipends are an important part of the LifeLink program for several reasons. First, most LifeLink students truly need money. Even a modest stipend can make a huge difference for students who have limited financial means and are trying to focus on their studies. Many LifeLink students are supporting family members, so every dollar helps. The stipends also help students hold themselves accountable to a specific number of hours every week. This is crucial to students' success, because experience has shown that LifeLink students with inconsistent attendance are much less likely to succeed in community college.

STIPENDS ARE A KEY PIECE OF LIFELINK'S RECRUITMENT STRATEGY

Many students in Good Shepherd Services' high school programs have had challenging experiences in school. For this reason, it can be difficult, on the cusp of their high school graduation, to convince them to sign onto another school-related program. The incentives available through LifeLink become a key component of the recruiting strategy. When staff and students visit high school programs to tell upcoming graduates about LifeLink, they share information verbally and in writing about the stipends available to students who participate in the program.

See the [Recruitment Handout](#) sample tool for an example of how stipends are used to attract students to LifeLink.

EARNING STIPENDS FROM SPONSORS

In the Bronx, LifeLink informs students that they are being "sponsored" by people who understand the challenging conditions they are in and want to provide support, but only to students who have dedicated themselves to their work. This is part of the reason that students are motivated to complete their weekly goal sheets and daily sign-ins (see *Design Element: Student-driven Program for explanations of these documents*). They understand that they must demonstrate effort in order to access the stipends.

STIPENDS ARE BASED ON EFFORT

Stipends are not earned simply by showing up. Students must work and complete their goals to be eligible. At the same time, the stipends never depend on achieving high test scores. LifeLink staff know that, however important standardized tests may be for students' futures or the assessment of the program itself, they are not accurate measures of students' efforts or intentions. The stipends are intended to incentivize a strong work ethic and consistent engagement. By rewarding students in this way, staff inspire students to persevere even when scores do not immediately improve. Overall, this system of incentives has led to improved test scores for students who participate in the program.

“These are the kids who are used to going to assemblies and seeing other kids get awards. This is about showing them that, if they are willing to try, it will be recognized and they will be rewarded for it.”

–Jim Marley, Good Shepherd Services assistant executive director of Bronx community-based programs

“The stipends are a crucial piece of the program,” says David Bircher, director of the Bronx LifeLink center. Bircher talks about the incentive program as a scholarship, similar to any scholarship a college student would receive. “This is nothing compared to what people pour into students at private institutions,” Bircher points out. He believes that the stipends show students that from this point on in life, they will be rewarded for doing what they need to do.

DISBURSEMENT PLAN

At Bronx LifeLink, each student is eligible to receive up to \$1,000 for completing the program. Marley refers to this as “an emotional number” for LifeLink students. While it may not be a huge amount in the scheme of supporting oneself and ones’ family while attending college, it makes a big difference for LifeLink students.

The LifeLink staff strategically delay and stagger the disbursement schedule for stipends to ensure that students understand that their productivity drives the payments. Bronx LifeLink disburses funds in this order:

- > Students receive no money for the first three weeks of the summer bridge.
- > For weeks four and five, students receive \$100 per week for two weeks, assuming they are working hard and meeting the personal goals they have set with their coach.
- > In the last week of the summer bridge, students receive \$500 if they have worked consistently and met all their goals.
- > Once the semester starts, college students who productively use five hours per week of guided study sessions at the LifeLink center and meet regularly with their coaches qualify for two payments of \$150. The first payment is at midterm and the final payment is at the end of the semester, if they have remained active and reregistered for the following semester.

- > After the initial semester, students can receive ongoing assistance if they continue to attend five hours per week of guided study sessions. They must complete two consecutive unpaid weeks to begin receiving a stipend of \$40 per week.
- > A student who misses a week has to put in one unpaid week to reinitiate stipend-supported study sessions.
- > Students do not get their final payment for each semester until registering for classes for the following semester.

LifeLink is exploring possibilities for a stipend continuation that would be accessible to students until they complete four semesters of community college, as long as they attend five hours per week of guided study sessions.

Brooklyn LifeLink disburses stipends using a similar productivity approach, but on a slightly different schedule:

- > At the completion of the summer bridge, students receive a \$500 scholarship. They may receive a reduced amount if they have not attended regularly, completed assignments, or met their goals.
- > Once they enroll in community college, students are eligible to receive \$150 each semester for books if they continue to meet expectations.

See sample tools: **Explanation for Students of Incentive Plan, Contract for Student Incentives While in Community College, Stipend Payment Schedule, and Payment Log for Students While in Community College** for examples of incentive-related documents used with students.

TRANSPORTATION SUPPORT

Every time students come to the Bronx LifeLink center, they get a \$4.50 Metrocard, which will cover two subway rides—one home and one back to the LifeLink center.

Students at Brooklyn LifeLink get Metrocards that allow them to ride the subway to and from the LifeLink center throughout the summer bridge program. At the beginning of each college semester, students who are actively engaged in the program and meeting all expectations receive 10-ride Metrocards during their weekly meeting with their counselor. Once they receive their financial aid refund, students stop receiving the Metrocards; the expectation is that at this point they can afford transportation costs.

NON-FINANCIAL REWARDS

Students' achievements are regularly celebrated at LifeLink. Student progress is recognized publicly on the walls of the LifeLink centers, and students' accomplishments are acknowledged in group settings. LifeLink students plan parties and outings to celebrate student success. In these ways, it is not just money but also public recognition that provides external motivation to continue on the path to success.

DESIGN ELEMENT: INVITING AND PROFESSIONAL PHYSICAL SPACE

Both Bronx and Brooklyn Good Shepherd Services offices have dedicated physical space to their LifeLink programs. In an intentional departure from the anonymous institutional feel of traditional high school settings, the LifeLink centers are set up more like the open workspaces that have become popular in offices for contemporary companies. The centers have common workspaces, computers, couches, and kitchen areas, creating an environment that is inviting, yet professional.

"Conscious of the need to overcome the passive habits these students had built up attending security-conscious high schools, we located the program in an office setting with the kind of free access and openness that is found on a college campus," explains Assistant Executive Director Marley. "It is essential to this model that students experience the program as theirs and are immediately in the mode of freely giving up their institutional behaviors on their own rather than being policed to behave."

Students can move the furniture around in the LifeLink centers and configure spaces for group meetings or individual work. The walls of the centers are decorated with information related to the program. Boards display program-wide announcements, the community college courses in which students are enrolled, instructions for how to go about completing specific assignments, lists of students who are on track to receive stipends, and areas where students can display completed work and be celebrated.

After making contact with students at Good Shepherd's high schools and programs, LifeLink staff host recruiting sessions at the LifeLink centers to give students an early sense of the environment and culture of the program.

ACCESS TO TECHNOLOGY

LifeLink is designed to meet each student's needs in preparing for community college. One way that the program can be individualized is through the use of online and blended learning opportunities. To use these tools, the LifeLink centers must have up-to-date technology. This includes Internet access (ideally wireless), enough working computers for everyone, and the necessary software and online programs to meet students' needs.

STUDENT OWNERSHIP OF SPACE

LifeLink students are expected to take care of the LifeLink centers. With leadership from their peer mentors and alumni staff, the students maintain the space and keep it clean. When it is time for work, students each check out a laptop, find their own space, and settle in to work on their assignments. Students can bring food to the centers and eat when they are hungry. The kitchen has tea and coffee for anyone who wants to take a break or enjoy a warm beverage while they work.

The students at Brooklyn LifeLink decided they wanted to have a "tutoring café" during finals. They brought in lamps, tablecloths, and other decorations and transformed the center from what they normally call the "pumpkin room"—because of the color of its furniture—to a cozy atmosphere, where they drank coffee and studied for long hours.

SPACE ON CAMPUS

In addition to using space in Good Shepherd Services' offices, LifeLink staff also meet with students on the campuses of the community colleges. While more dedicated space on the campuses would be ideal, this at least provides the space to meet with students for check-ins and tutoring sessions. Due to geography and available space, Brooklyn LifeLink offers more tutoring on the community college campus, while Bronx LifeLink encourages students to spend the bulk of their guided study time at their LifeLink center. The staff on campus can easily share information with the staff at the LifeLink center using online databases and GoogleDocs.

ENDNOTES

¹ Multiple pathways schools in New York City include Transfer Schools and Young Adult Borough Centers. Transfer Schools are small, academically rigorous high schools designed to reengage students who have matriculated to high school and then either dropped out or fallen behind. Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who are at least 17.5 years old, have at least 17 credits, have been in high school for 4 years, and might be considering dropping out because they have fallen behind or because they have adult responsibilities that make attending school in the daytime difficult.

Many Transfer Schools and Young Adult Borough Centers operate in partnership with community-based organizations, which integrate the rigorous academic plan with a youth development model to address student needs. In these schools, advocate counselors work intensively to help each student maintain the momentum for positive change and explore and achieve her or his postsecondary aspirations. In a student-centered learning environment, these schools provide students with comprehensive supports and opportunities.

² CUNY, the City University of New York, the nation's largest urban public university system, comprises 23 institutions and more than 1,400 academic programs.

³ The Youth Development Institute supports the growth and development of young people by strengthening the quality and increasing the availability of experiences offered by the organizations that serve them. YDI partners with community organizations, schools, colleges, policymakers, funders, and others to create programs, train staff, and develop policies that encourage and enable young people to transition successfully to adulthood. For more information, see: www.ydinstitute.org.

⁴ Edmodo is a social networking platform designed for educators and students. For more information, see: www.edmodo.com.

⁵ Bronx LifeLink staff created a certificate system to segment and track students' learning in the summer bridge. These certificates are aligned to the Regents exams and COMPASS placement test. As students complete work at their own pace in a given subject area, they earn certificates that denote their progress.

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AGENDA FOR FIRST LIFELINK RECRUITMENT SESSION

1. Ice Breaker and Introductions

2. Meeting Goals

The goal of the meeting is to have an interactive active presentation about college that increases students knowledge and interest.

3. Considering College

Student responses will be solicited individually and through quick group polls. Data will be provided and current college students will share their experiences.

Topics

- » Impact on earning potential of having 25 credits, an AA, or a BA . . .
- » How much does college cost?
 - Staying local vs. going away?
 - A four-year vs. a two-year?
 - CUNY?
- » What's a credit?
- » What are the requirements . . .
 - For a four-year? (SAT and a Regents Diploma)
 - For a two-year? (open admissions)
- » What is it like to be in college?
 - How many hours a day?
 - How many days a week?
- » What's a safety school?
- » What does the application process entail? (CUNY demonstration online)

4. What is CUNY? What is SUNY?

Describe the CUNY Colleges in NYC. (Invite students to guess the number of students in each school.)
Describe SUNY and how it's different.

5. Things to Watch Out For . . .

- » Placement tests
- » College completion/dropout rates
- » The cost of remedial classes
- » All the steps involved in applying and completing financial aid

6. Pizza Lunch

BROOKLYN LIFELINK PEER-TO-PEER MENTORING

Both serving as a peer mentor and having a mentor can be a very rewarding experience. Here are some of the benefits this mentoring program can have on your academic, personal, professional, and intellectual development:

BENEFITS FOR MENTORS:

- > Serve as a positive role model
- > Help expand Brooklyn LifeLink
- > Learn new skills
- > Develop your leadership skills
- > Improve retention rates of LifeLink students
- > Expand personal and professional network
- > Meet and interact with new people
- > Fun activities!
- > Being involved in a program that specifically looks to facilitate your personal and professional development

BENEFITS FOR MENTEES:

- > Connection to more resources on campus
- > Ability to talk to someone who currently attends City Tech and has been where you are now
- > Easier transition to college
- > Help expand Brooklyn LifeLink
- > Fun activities!

BENEFITS FOR BROOKLYN LIFELINK:

- > Satisfaction of working very closely with a few students
- > New element of Brooklyn LifeLink program that we are looking to expand
- > Fun activities!
- > Better connect our new students to our older LifeLink students

Thank you again for serving as our Brooklyn LifeLink peer mentors and mentees. You are doing a great service for yourselves and our program and we will forever be grateful. As you can see, there are so many benefits to participating in our program. Mentors benefit by sharing their expertise of City Tech; mentees benefit by being connected to a current student on campus; and we, as the Brooklyn LifeLink program, benefit by being able to work with our young people in such a close capacity while offering more services for our students.

CONFIDENTIALITY AGREEMENT FOR PEER MENTORS

CONFIDENTIALITY AGREEMENT FOR PEER MENTORS

I, _____,
(Name)

in my role as a peer mentor for the Brooklyn LifeLink program of Good Shepherd Services, agree not to share, discuss, or otherwise compromise the personal information of the student mentees that I meet with on a regular basis at the New York City College of Technology to anyone outside of a staff member of the Brooklyn LifeLink program. If there is a problem that I feel needs to be addressed, I will make sure to discuss the matter with a Brooklyn LifeLink staff member.

(Signature) (Date)

(Signature of Witness) (Date)

CONTRACT FOR STUDENT INCENTIVES WHILE IN COMMUNITY COLLEGE

LIFELINK SPRING SEMESTER PERFORMANCE GOALS

Student: _____

Spring Semester: _____ Current GPA: _____ Credits Earned: _____

Number of Courses Taken: _____ Number of Credits Available: _____

I commit to five hours a week in LifeLink support activities for this semester. One hour will be at the Bronx Community College program office and four hours weekly will be at two study sessions at the Morris Ave support site.

Student Signature: _____ Date: _____

LifeLink will provide support payments of up to a total of \$400 for students active in the program. (See *payment schedule and requirements*.)

Student Signature: _____ Date: _____

Final Results Semester GPA: _____ Credits Earned: _____

DAILY SIGN-IN SHEET

STUDY SESSION SIGN IN FOR _____
(Date)

(You can rate your session as: "Productive", "Challenging", "Pretty Good", "Not Focused", "Waste of Time")

NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

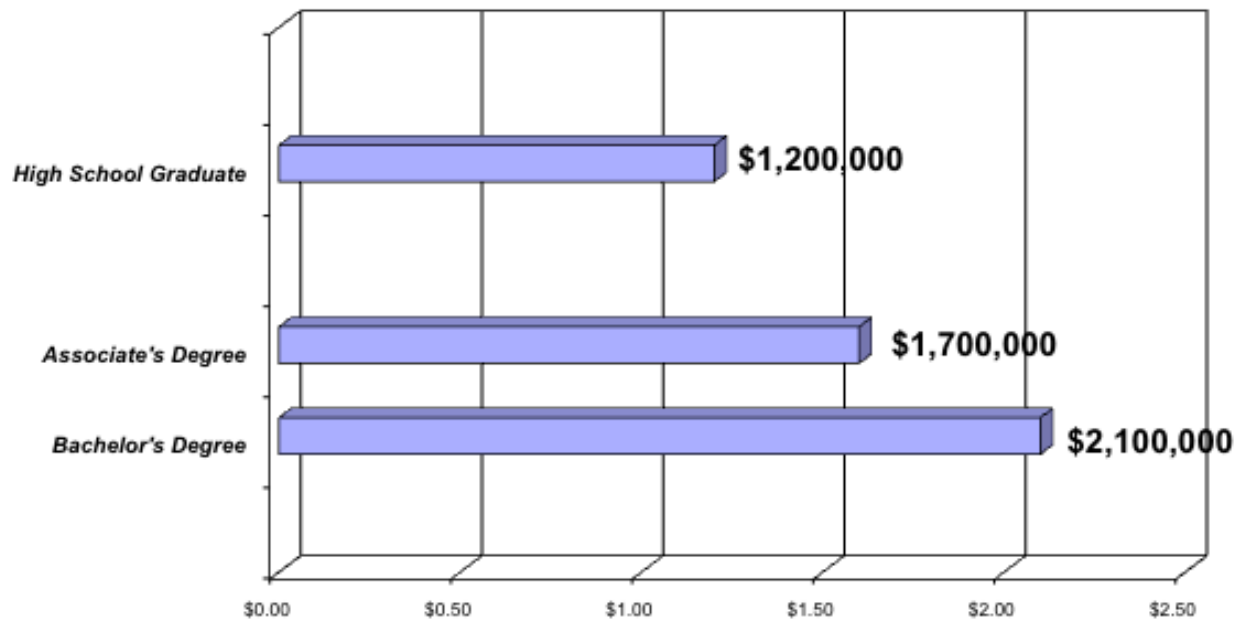
NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

NAME	TIME IN	TIME GOAL	WORKING ON	COACH CHECK-IN	RATE YOUR SESSION	TIME OUT

DATA TO SHOW STUDENTS FINANCIAL VALUE OF ATTENDING COLLEGE

EDUCATION DRIVES YOUR EXPECTED LIFETIME EARNINGS UP!



EXPLANATION FOR STUDENTS OF INCENTIVE PLAN

HOW THE LIFELINK PAYMENTS WORK

1. Good Shepherd will find someone willing to invest a \$1,000 in your future.
2. We tell your sponsor that we have found someone who is ready to work hard and that they won't have to put up any money for you until they are sure you are a young person they can depend on to deliver. They are looking for "winners" and we tell them that we have found them one (You!).
3. The way we prove this to them is that first you do three weeks of work, for 15 hours a week with 100 percent attendance and 100 percent production, for no money (9 a.m.-12 p.m. or 2 p.m.-5 p.m., five days a week).
4. When they have seen three weeks of your work, they are asked to make their contribution to your future.
5. In the last three weeks of this summer, as you continue to meet your attendance and production goals, you will receive \$700. Here is what it looks like . . .
 - » **July 5-8:** You get a Metrocard
 - » **July 11-15:** You get a Metrocard
 - » **July 18-22:** You get a Metrocard
 - » **July 25-29:** You get a Metrocard and a \$100 stipend
 - » **August 1-5:** You get a Metrocard and a \$100 stipend
 - » **August 8-15:** You get a Metrocard and a \$500 stipend

Subtotal: \$700

In your first college semester you will receive the other \$300 in two \$150 payments based on a schedule you will work out with your college advisor.

Subtotal: \$300

Your Scholarship Stipend Total: \$1,000

GUIDE TO LIFELINK RECRUITING FOR HIGH SCHOOL COUNSELORS

FOR ADVOCATE COUNSELORS

A GUIDE TO LIFELINK RECRUITING ROLE OF ADVOCATE COUNSELORS

We need you to convince your graduating students to think about CUNY and to come to one meeting and take a look at earning \$1,000 while they prep for CUNY placement tests.

WHAT. Every semester Good Shepherd Services wants to offer every graduate from YABC/GED and Transfer Schools the chance to think about going to CUNY. We want them to know the risks. We want them to know the opportunities. We want them to know how they can LOWER their risks and INCREASE their opportunities.

WHY. Students often don't know about the costs associated with attending college. They don't know that they have to prepare for placement tests. They don't know how to do that or how to get an application in on time. They don't know how to win at college. They may know that almost everyone from a YABC/GED program drops out of college but they don't know that they can do something about it.

HOW. LifeLink is a college support program. From March to June we help them apply and we help them prep for placement tests. In July and August we run summer prep classes. In the fall we support them in college and hold SAT prep sessions. We use student coaches and tutors. We also support them when they are in school.

INCENTIVES. The program is based on student production not just attendance. They set goals and they meet them. We coach them in what they have chosen to do. Spring students are also guaranteed a seat in our summer \$1,000 scholarship bridge program.

WHERE. LifeLink takes place at the Morris Ave Good Shepherd Services office. Near the 4 train, the D train and all bus lines.

Questions? Contact *[RECRUITMENT STAFF NAME AND CONTACT INFO]*

LIFELINK BRONX BRIDGE INTAKE FORM

BASIC DEMOGRAPHIC INFORMATION

LEGEND: * = Required information

Are you a Current/Former GSS Participant: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Name of Referring Organization/Agency/School:			
<input type="checkbox"/> Bronx Community HS			<input type="checkbox"/> Stevenson HS E & Y (Ernst & Young Mentoring)
<input type="checkbox"/> Bronx HS for Law & Community Service			<input type="checkbox"/> Stevenson HS GED
<input type="checkbox"/> Columbus HS YABC			<input type="checkbox"/> Stevenson HS YABC
<input type="checkbox"/> CUNY Prep			<input type="checkbox"/> Stevenson Now What
<input type="checkbox"/> Grace Dodge HS YABC			<input type="checkbox"/> University Heights HS
<input type="checkbox"/> Individual Pathways HS			<input type="checkbox"/> Walton HS
<input type="checkbox"/> Monroe HS GED			<input type="checkbox"/> Walton HS GED
<input type="checkbox"/> Monroe HS YABC			<input type="checkbox"/> Walton HS YABC
<input type="checkbox"/> School for Comm. Research & Learning			<input type="checkbox"/> Other _____
Person Referring:			
*Student's First Name	Middle Initial	*Student's Last Name	
Address:			
Home Phone:	Cell Phone:	Work Phone:	
Email:			
Date of Birth:		SSN:	
*Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Transgender			
*Race/Ethnicity:			
<input type="checkbox"/> African/African American/Black			<input type="checkbox"/> Latina/o
<input type="checkbox"/> Arab/Arab American			<input type="checkbox"/> Latina/o: Central American
<input type="checkbox"/> Asian			<input type="checkbox"/> Latina/o: Cuban
<input type="checkbox"/> Asian: Chinese			<input type="checkbox"/> Latina/o: Dominican
<input type="checkbox"/> Asian: Indian			<input type="checkbox"/> Latina/o: Mexican
<input type="checkbox"/> Asian: Japanese			<input type="checkbox"/> Latina/o: Puerto Rican
<input type="checkbox"/> Asian: Korean			<input type="checkbox"/> Latina/o: South American
<input type="checkbox"/> Caribbean			<input type="checkbox"/> Native American/Alaskan Native
<input type="checkbox"/> Haitian			<input type="checkbox"/> Native Hawaiian/Pacific Islander
<input type="checkbox"/> Inter-racial			<input type="checkbox"/> White

*Primary Language:			
<input type="checkbox"/> Albanian	<input type="checkbox"/> Creole	<input type="checkbox"/> Hindi	<input type="checkbox"/> Russian
<input type="checkbox"/> Arabic	<input type="checkbox"/> Dutch	<input type="checkbox"/> Italian	<input type="checkbox"/> Spanish
<input type="checkbox"/> Bengali	<input type="checkbox"/> English	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Urdu
<input type="checkbox"/> Cantonese	<input type="checkbox"/> French	<input type="checkbox"/> Polish	<input type="checkbox"/> Other _____
<input type="checkbox"/> Chinese	<input type="checkbox"/> Haitian/Creole	<input type="checkbox"/> Portuguese	
Citizenship/Aid Status:			
<input type="checkbox"/> Citizen		<input type="checkbox"/> Undocumented Adult/Citizen Child	
<input type="checkbox"/> Green Card/Permanent Resident		<input type="checkbox"/> Undocumented Adult/Undocumented Child	
<input type="checkbox"/> Temporary Refugee		<input type="checkbox"/> Visa Work Authorization	
<input type="checkbox"/> Undocumented			
Are you Registered with Selective Service:		Are you living on your own:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Who do you live with:			
<input type="checkbox"/> One Parent		<input type="checkbox"/> Girlfriend/Boyfriend	
<input type="checkbox"/> Two Parents		<input type="checkbox"/> Foster Care	
<input type="checkbox"/> Relative		<input type="checkbox"/> Other _____	
Do you have a history of foster care:		Number of Children in your Family/Household:	
<input type="checkbox"/> Yes <input type="checkbox"/> No		_____	
Do you have any dependent children:		Are you in a stable living condition: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> No <input type="checkbox"/> Three		Do you have a history of criminal justice involvement:	
<input type="checkbox"/> One <input type="checkbox"/> Four		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Two			
Are you currently involved with the criminal justice system:		Are you a First Generation College Student:	
<input type="checkbox"/> Yes/Upcoming Case <input type="checkbox"/> Yes/Probation <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	

STUDENT STATUS

Are you currently in school/program: <input type="checkbox"/> Yes <input type="checkbox"/> No		Expected Date of Graduation:	
Are you a Graduate: <input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Graduation:	
Have you taken the GED: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If GED Student, Date of GED Test Scheduled/Taken:</i>			
GED Score Available: <input type="checkbox"/> Yes <input type="checkbox"/> No	GED Score:	Date Received GED:	
Have you taken the SAT: <input type="checkbox"/> Yes <input type="checkbox"/> No	SAT Combined Score:	SAT CR Score:	SAT Math Score:
SAT Writing Score:	Have you completed/passed all required regents: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Regents ELA Score:	Regents Math Score:	Regents US Score:	
Regents GLB Score:	Regents SCI Score:	Do you have an IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	

EDUCATIONAL INFORMATION

Did you apply to CUNY: <input type="checkbox"/> Yes <input type="checkbox"/> No		Did you pay the Commitment Fee: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Which schools did you apply to:			
<input type="checkbox"/> Baruch	<input type="checkbox"/> Kingsborough	<input type="checkbox"/> BMCC	<input type="checkbox"/> La Guardia
<input type="checkbox"/> Bronx Community College	<input type="checkbox"/> Lehman	<input type="checkbox"/> Brooklyn College	<input type="checkbox"/> Medgar Evers
<input type="checkbox"/> Brooklyn College	<input type="checkbox"/> NYCCT	<input type="checkbox"/> City College	<input type="checkbox"/> Queens College
<input type="checkbox"/> CSI	<input type="checkbox"/> Queensborough	<input type="checkbox"/> Hostos Community College	<input type="checkbox"/> York College
<input type="checkbox"/> Hunter	<input type="checkbox"/> Other _____	<input type="checkbox"/> John Jay	
Have you received an acceptance notice: <input type="checkbox"/> Yes <input type="checkbox"/> No		Have you taken the CUNY Assessment Test: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
CUNY Assessment Test English Score:		CUNY Assessment Test Math Score:	
CUNY Assessment Test Reading Score:		CUNY Assessment Test ESL Score:	
Initial Remedial English Placement: <input type="checkbox"/> Eng 01 <input type="checkbox"/> Eng 02 <input type="checkbox"/> Eng 09 <input type="checkbox"/> English not required			
Initial Remedial Math Placement: <input type="checkbox"/> Math 01 <input type="checkbox"/> Math 05 <input type="checkbox"/> Math 06 <input type="checkbox"/> Math not required			
Initial Remedial Reading Placement: <input type="checkbox"/> Reading 01 <input type="checkbox"/> Reading 02 <input type="checkbox"/> Reading not required			
Initial Remedial ESL Reading Placement: <input type="checkbox"/> ESL 01 <input type="checkbox"/> ESL 02 <input type="checkbox"/> ESL 03 <input type="checkbox"/> ESL not required			

FINANCIAL AID INFORMATION

Have you submitted your financial aid form: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Did counselor verify that financial aid form is complete: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Student's Total Household Income:	
<input type="checkbox"/> Under \$25,000	<input type="checkbox"/> \$65,000 - \$74,999
<input type="checkbox"/> \$25,000 - \$44,999	<input type="checkbox"/> \$75,000 and over
<input type="checkbox"/> \$45,000 - \$64,999	<input type="checkbox"/> Declined to answer

LOG-IN/PASSWORD INFORMATION

FAFSA Pin #:	FAFSA Password:
FAFSA Security Answer:	TAP Username:
TAP Pin#/Password:	TAP Security Answer:

INTRODUCTORY LETTER TO HIGH SCHOOL PRINCIPAL

Dear *[ADMINISTRATOR'S NAME]*,

We hope you enjoyed your break and we are happy to be able to start off your return with some good news. Good Shepherd is in the process of expanding its college support services to all the schools that we work with and we are going to be able to offer up to ten of your graduates admission to our LifeLink college prep and support program.

This program offers each student entry into LifeLink, a program designed to assist graduates going to a CUNY community college. LifeLink helps students do much better on the CUNY placement exams and can keep them out of expensive no credit remediation courses. It also offers each student a \$1,000 support stipend based on their activity in the program. Additionally it is able to offer them continuing support in their first year of college.

Our recruitment is really simple. We ask you to identify likely graduating students going to CUNY community college and we then come to the school and meet with them. If they meet the requirements and are interested and willing, we accept them in to LifeLink.

We would like to come by the school as soon as possible to introduce our recruiter for LifeLink. She will be the one accepting students into the program. We will be in touch in the next day or two to set up a meeting.

Thank you!

Sincerely,

[STAFF MEMBER'S NAME]

Good Shepherd Services

P.S. I have enclosed a basic information package for your convenience.

MIDTERM CHECK-IN PROTOCOL

This tool is used by program staff to review student progress and plan for individual meetings with students.

<p>Participation Levels</p>	<p>Of the contract signers, we currently have . . .</p> <ul style="list-style-type: none"> > _____ students strongly active and _____ not at all active. > We also have another _____ students who did not sign on for various reasons so we can't be sure of their status. > So, of our total of _____ students, we have _____ strongly active.
<p>Midterm Check-in Plan</p>	<ul style="list-style-type: none"> > As the semester is at its midway point we want to do a personal face to face with all of our students. We have set as a goal to get to all of them (not just the active) by ___[Date]___. > We should ask our active students to help us get to our inactive students whenever possible. We don't want to lose anyone. > We will meet on ___[Date]___ to review what we have learned. We need to keep track of how many students we contacted and how many tries we made on the no contacts.
<p>Format for the Check-in Meetings</p>	<p>The conversation will be a structured one with either directors or selected coaches sitting with each student looking at the info we have from their semester and any additional things they can tell us about it.</p> <p>There will be a personalized electronic form for each student that will serve as a framework for the conversation. There are six areas of questions on the form with room to note a short response for each.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How do you feel the semester is going? What kinds of grades are you expecting? 2. What courses are you doing well in? 3. What courses are hardest for you? What makes them challenging? 4. Is there anything we can do to help you? 5. Do you come to study sessions? If yes, do you find the sessions very helpful, sort of helpful, or not helpful at all? 6. This semester, if you put in a week of study, we will pay you for the following three weeks of study at the rate of \$50 a week. Do you want to sign on?
<p>The Tone of the Conversation</p>	<p>This is designed to be a mutual reflection leading students to consider available options—this is not a beat down! We want to know how they are doing, how we can help them, and what involvement they want to have moving forward.</p>

MIDTERM CHECK-IN QUESTION SHEET

Student Name: _____

College: _____

1. How do you feel the semester is going? What kinds of grades are you expecting?	
2. What courses are you doing well in?	
3. What courses are hardest for you? What makes them challenging?	
4. Is there anything we can do to help you?	
5. Do you come to study sessions? If yes, do you find the sessions very helpful, sort of helpful, or not helpful at all?	
6. This semester, if you put in a week of study (April 16-20) we will pay you for the following three weeks of study at Morris (April 23-May 11) at the rate of \$50 a week Do you want to sign on?	

Submitted by: _____

ORIENTATION AND CAREER DEVELOPMENT COURSE SYLLABUS

ORIENTATION AND CAREER DEVELOPMENT (OCD-01)

COURSE SYLLABUS

DEPARTMENT OF STUDENT DEVELOPMENT
GENERAL COUNSELING

Instructor Name: Theory Thompson

Telephone: 718.289.5775

Email: Theory.Thompson@bcc.cuny.edu

Office Location: Loew Hall, Room: 428

Office Hours: Monday 12-1 p.m.

Class Time: Monday 11-11:50 a.m.

Course Description: The course enables students to develop basic college survival skills in areas of academic life, setting career goals, time management, analysis of classroom behavior, assessment of instructor demands, and utilization of library and other college resources. Emphasis is on students' understanding of the academic environment and its demands on their developing successful coping and achievement behaviors.

Required Text: *Building a College Community: Developing Strategies for Success* (2009) Misick, Ingram & Gonzalez

Additional Materials:

> Online College Catalog: www.bcc.cuny.edu then Site Index and <http://www.bcc.cuny.edu/CollegeCatalog/>

Method of Instruction:

1. Classroom lecture and guided-group discussions on OCD topics (*see topics on next page*)
2. Homework, quizzes, and written assignments
3. A mid-term and final exam will be administered
4. Written assignments will be in the format of an Autobiographical and Career Development research paper.
5. Workshops: Students will receive additional instructional support via campus-wide workshops. Students are required to attend and provide proof of four workshops.

LEARNING OUTCOMES AND MEASURABLE PERFORMANCE OBJECTIVES (MPO) FOR ORIENTATION AND CAREER DEVELOPMENT (OCD-01)

Learning Outcome #1: Develop a basic understanding of services and location of services provided by Bronx Community College as well as, the rules governing the college community's behavior & roles.

Learning Outcome #2: Identify and utilize the fundamental computer applications for academic success at college

Learning Outcome #3: Define and apply time management and anti-procrastination strategies.

Learning Outcome #4: Understand note taking techniques for in class and out of textbooks including; note taking cues from instructors, and note taking short cuts.

Learning Outcome #5: Understand how to implement the application of learning style as well as the concept of Multiple Intelligence, to make learning information less difficult.

Learning Outcome #6: Understand how to apply memory techniques for learning and remembering information, along with test-taking strategies to improve academic performance.

Learning Outcome #7: Identify the components of stress and techniques to reduce stress.

Learning Outcome #8: Understand of Bloom's taxonomy of thinking, critical thinking and learning, valid-ity/invalidity arguments formats.

Learning Outcome #9: To understand the importance and value of diversity.

Learning Outcome #10: To understand the different types of citizenship and leadership; how to be engaged in both in academics and future career aspirations.

Learning Outcome #11: How to set goals, accomplish goal, overcome obstacles, and identify talents & strengths.

Learning Outcome #12: Students will know the difference between a job and career. Also how to plan for a career and understand how skills, interest and values all go into career decision-making.

POWER OF COMMUNICATION WORKSHOP PLAN

OBJECTIVE

The objective of the workshop is to strengthen communication skills needed to excel in college. Strengthening such skills will allow students to forge effective relationships with professors and other college staff. Building such relationships will allow students to optimize their learning experiences.

ROOM SET-UP

Students will be broken up into three or four smaller groups depending on the overall group size. Discussion leaders will be responsible for asking questions in the groups.

WORKSHOP AGENDA

Introduction: Welcome and brief explanation of workshop.

Step 1: Students will be broken up into three or four groups. Groups will be chosen by random. Sizes of the group may vary depending on how many students attend the workshop.

Step 2: Discussion leaders will be assigned to groups.

Step 3: Discussion leaders will lead the group in conversation. The conversation will consist of various questions and scenarios (which can be found on the next page), all geared towards the students and their interactions with college staff and professors.

Step 4: The group will try to come up with a consensus on how to interact with professors and college staff depicted in the questions and scenarios. Discussion leaders will provide their own insight towards shaping this consensus whenever they feel warranted.

Step 5: Students will come together and discuss their responses as a group.

REFLECTION

Students will compare their new beliefs acquired through their group discussions with the views held by the Program Director and student staff members.

EVALUATION

Students will have a chance to evaluate the workshop and give feedback.

QUESTIONS FOR POWER OF COMMUNICATION WORKSHOP

- 1.** If one of your professors were to say something that you found offensive, how would you respond? Do you think your response would be the best way to handle it? What other ways could you address the problem?
- 2.** How would you handle the following situations: Your professor is moving too fast in the class and you don't understand the work; you don't understand his/her handwriting; you don't understand your professor because of his/her accent? (If the group feels they would just go to tutoring and not really talk to the professor then ask if doing so is beneficial or harmful? If they cannot think of ways in which it could be harmful, provide some and ask for their reactions.)
- 3.** If your English professor wanted you to only speak English in class, meaning no slang, Spanish, or any other languages were permitted, would you get upset? If so, how would you handle your frustration? Would you address your frustrations with the professor or talk behind the professor's back to other students? If you decided to talk to the professor, how would you do it?
- 4.** If you have to send your professor an email, is it appropriate to use "text language"? Should you proofread your emails? (Follow up question) Is email etiquette a big deal and is it important outside of college?
- 5.** How do you handle receiving a grade you don't feel you deserve? How do you address it with the professor?
- 6.** You have a special circumstance that requires you to leave class early at times (i.e. overactive bladder or answering the phone because you have a childcare/family emergencies) Do you explain to your professor your special circumstance? If you decide not to, what do you do when your professor decides to penalize you for excessively leaving his or her class?
- 7.** You are confused about a project and only the professor can help. Do you ask for help and if so, how?
- 8.** You decide not to go to class. Should you inform the professor? How?
- 9.** You have a problem making it to class on time for personal reasons. Should you tell the professor or do you keep coming late?
- 10.** You are trying to get help in one of the college offices but the person in the office has an unpleasant attitude. How do you respond?

All follow up questions are optional. They are meant to keep the conversation going. If the discussion begins to drag on, use your own personal experiences to get students involved.

PAYMENT LOG FOR STUDENTS WHILE IN COMMUNITY COLLEGE

Student Name: _____

Community College Name: _____ **Semester:** _____

Amount Available to [Student Name]: \$400

TIME PERIOD	DID [STUDENT NAME] ATTEND THE TWO 2-HOUR STUDY SESSIONS THIS WEEK? (4 HRS TOTAL) Y/N	FUNDS EARNED THIS WEEK <i>FUNDS ARE EARNED ONLY AFTER TWO ACTIVE STUDY WEEKS</i> <i>IN CASE OF INACTIVITY, FUNDS CAN AGAIN BE EARNED AFTER ONE ADDITIONAL ACTIVE STUDY WEEK</i>
Week 1 January 30-February 3		X
Week 2 February 6-10		X
Week 3 February 13-17		
Week 4 February 20-24		
Week 5 February 27-March 2		
Week 6 March 5-9		
Week 7 March 12-16		
Week 8 March 26-30		
Week 9 April 2-6		
Week 10 April 16-20		
Week 11 April 23-27		
Week 12 April 30-May 4		
Week 13 May 7-11		
Total of LifeLink study support payments earned this semester		

PEER MENTOR APPLICATION

BROOKLYN LIFELINK MENTOR APPLICATION

MENTOR CONTACT INFORMATION			
Name:			
Address:			
Home Phone:	Cell Phone:	Email:	
Race/Ethnic Background:		Semester in school:	GPA:
Major at City Tech:		Favorite course:	
What are the best days/times for you to meet?			
MENTEE PREFERENCE			
Gender preference of mentee:			
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> No preference			
Would you be willing to do one or two Saturday events during the entire year? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If possible, would you like to be matched with a mentor yourself? <input type="checkbox"/> Yes <input type="checkbox"/> No			
PROFESSIONAL DEVELOPMENT PREFERENCES			
Please check off if there are any areas of development/skills you would like to explore by being a mentor:			
<input type="checkbox"/> Resume	<input type="checkbox"/> Interviewing	<input type="checkbox"/> Meeting Facilitation	<input type="checkbox"/> Counseling Skills
<input type="checkbox"/> Cover Letter	<input type="checkbox"/> Public Speaking	<input type="checkbox"/> Time Management	
LET'S GET TO KNOW YOU!			
What are your hobbies/interests?			
Why do you think you will be a good mentor?			

What qualities do you think makes a good mentor?

Who has been the most influential person in your life and why?

What are your career goals?

What are your goals for this semester? What are your goals for the year?

What challenges have you faced so far at City Tech?

Are there places in New York City that you have been dying to check out or things that you really want to do? (this will help us plan our outings during the year)

Are there events or other professional development opportunities that you would like us to explore? (this is for your own personal development)

Thank You

BROOKLYN LIFELINK MENTORING PROGRAM

Welcome to the first year of the Brooklyn LifeLink mentoring program! You were chosen because you exemplify the very qualities that make one a good peer mentor: you are hard-working, we see your potential for leadership and scholarship, and you have successfully made the tough adjustment to college. All of these characteristics make you invaluable to the Brooklyn LifeLink program and because of this, YOU have been asked to serve as the first peer mentors for Brooklyn LifeLink. Congratulations! Below, you will find the expectations of the program: both what we expect from you and what you can expect from us.

PEER MENTOR EXPECTATIONS

One-on-one or group meetings with your mentee

- > You will be expected to meet with your mentees one-on-one in person or as a group at least twice a semester
- > Email or text your mentee once in a while to check up on their progress

Each peer mentor will be matched up with two mentees, students entering their first semester at City Tech. You will be expected to meet with your mentees at least twice a semester: once around midterms and once again around finals. The rationale for these meeting times is that this will be the first time our first-year students are dealing with college midterms, and you, our seasoned veterans, having gone through an entire year at City Tech already, will be able to help us help our first-year students much better.

Professional development team meetings

- > **One professional development meeting a month:** We are putting this program in place for your own personal and professional development. Once a month, in addition to the meetings with your

mentees, you will be meeting with us to debrief your mentee meetings and participate in workshops, discussions and special (read: fun!) events. We have sessions to help you with your resume and cover letters; take trips to explore New York City and perform community service; and help you research and secure internships for the summer that will benefit your future career plans.

- > **Two meeting summaries per semester:** After meeting with your mentees, you will be asked to fill out a short summary of what you talked about during your meeting with you mentee. This is just to document everything we do and for us to release your stipends for serving as mentors.

Have fun!

- > This is the most important expectation. This program is for you to have fun while also developing your leadership skills and helping out those new students that will truly benefit from having a current City Tech student share their experiences transitioning to college. In short, having fun is mandatory. No exceptions!

EXPECTATIONS FROM BROOKLYN LIFELINK

Support

- > As a program, we are here to support you and your development so you can expect us to be here to help, support and challenge you to become the leaders we know you are.

Stipend

- > Every time you meet with us and complete your summary, we will have your stipends available for you.

RECRUITMENT HANDOUT

If you are graduating this June, and going to a CUNY Community College, you can qualify for a Good Shepherd LifeLink Scholarship offering you \$1,000 cash!

THE SCHOLARSHIP OFFERS YOU THREE THINGS

- 1. You get a payment of \$1,000** by completing a summer prep program and joining first semester activities at community college.
- 2. You get a LifeLink college counselor** to help you do well in your first year at CUNY and membership in a great peer support program.
- 3. You get a six-week summer program** (July 5th to August 15th four days a week, four hours a day) to improve your math and writing to beat the remedial placement tests at college (remedial courses cost you money but don't give you credits).

YOU QUALIFY WHEN . . .

- > You graduate from high school or get a GED in a Good Shepherd program; and
- > You apply to a CUNY Community College.

YOU CAN GET THE SCHOLARSHIP BY . . .

- > Going to see your school or GSS Counselor today;
- > Filling out a LifeLink application and going to an interview; and
- > Participating in the LifeLink Summer Program and a fall college support/study group.

REFERRAL FORM

STUDENT PROFILE BROOKLYN LIFELINK A COLLEGE TRANSITION AND SUCCESS PROGRAM

Date:		Name of Referring Program:	
Person Referring:			
Phone:		Email:	
Student Name:			
Address:			
Phone:		Email:	
US Citizen: <input type="checkbox"/> Yes <input type="checkbox"/> No	SSN:	If no, Residency Status:	Alien Registration #:
STUDENT STATUS			
Currently in School/Program (please attach a copy of the student's most recent transcript): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Expected Date of Graduation:			
Student has Completed/Passed All Required Regents: <input type="checkbox"/> Yes <input type="checkbox"/> No			
ELA Score:	Math Score:	US Score:	GLB Score:
SCI Score:	If GED student, date GED test scheduled or taken:	GED Score: <input type="checkbox"/> GED Score Not Yet Available	
GRADUATE			
Date of Graduation:		Date Received GED:	
CUNY APPLICATION			
Has Applied to CUNY: <input type="checkbox"/> Yes <input type="checkbox"/> No		Has Applied for Financial Aid: <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, did they apply to City Tech? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, did they apply to Kingsborough? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Plans to attend (full time or part time) in _____ semester/year			

SCHOLAR EXPECTATIONS CONTRACT

CONGRATULATIONS SCHOLAR!

Brooklyn LifeLink is here to support you in your college career. In order to participate you must agree to meet the expectations outlined below. There are supports that we provide to young scholars like you that you can expect as a participant in this program. If you decide to become a participant of our program please sign agreeing to meet the requirements. This is a contract between you and your College Counselor.

Expectations of Brooklyn LifeLink Scholars

In Person 1 on 1 Meetings with your College Counselor:

- > 1st semester scholars: *weekly meetings* during the first 7-8 weeks
- > Continuing scholars: those still in your first year, we *require 2 meetings a month*
 - » Those past your first year, we *require 1 meeting a month*

Academic Bridge Program

- > All scholars entering City Tech the fall 2011 semester and beyond are required to participate in a Bridge Program. (Those who can't due to work or school will need to make arrangements with your College Counselor). * *If you do not meet this requirement your participation may be jeopardized.*

Participation in Academic & Social Activities at Brooklyn LifeLink

- > All scholars must attend *2 Brooklyn LifeLink events per semester* (academic or social). You are a member of a community and are expected to actively participate in developing our community.
- > All scholars must attend Math OR Writing tutoring at our office *3 times a semester.*

- > If a student should get an Unsatisfactory or Border Line mid-semester grade, you will be *required to develop a plan with your College Counselor* to improve your academic standing (this may include extra tutoring).

Scholars Share Academic Work

- > Prior to mid-semester grades students enrolled in City Tech will be required to share a graded assignment, graded test, or notebook/class notes for each course. This is to ensure that you are receiving the academic supports you need to be successful.

What You Can Expect of your College Counselor

Brooklyn LifeLink is committed to your academic success. You can expect your College Counselors to . . .

- > Be available for regular check-ins by phone, office visits and meetings at City Tech.
- > Hold you accountable to the goals you set for yourself in your Scholar Success Plan.
- > Connect you to the appropriate resources on and off campus.
- > Support you through academic and personal issues.
- > Foster the development of your academic and intellectual independence.
- > Provide scholarship opportunities to scholars who are active participants in our program.
- > Be invested in your cultural development.
- > Respect and value your contributions to the Brooklyn LifeLink community.

By signing below, I agree to meet the requirements of the program

Scholar Signature: _____ **Counselor Signature:** _____

SPREADSHEET FOR TRACKING STUDENT PROGRESS IN COLLEGE

LAST	FIRST	REMEDIALS TAKEN (FALL 2009)	REMEDIALS TAKEN (FALL 2009)	CREDITS (FALL 2009)	TRANSFER CREDITS	NUMBER OF SEMESTERS	TOTAL CREDITS
Student	A						
Student	B						
Student	C						
Student	D						
Student	E						
Student	F						
Student	G						
Student	H						
Student	I						
Student	J						
Student	K						
Student	L						
Student	M						
Student	N						
Student	O						
Student	P						
Student	Q						
Student	R						
Student	S						
Student	T						
Student	U						
Student	V						
Student	W						
Student	X						
Student	Y						
TOTALS							

SPREADSHEET FOR TRACKING STUDENT PROGRESS IN SUMMER BRIDGE

This spreadsheet is designed to track student progress on several metrics. The COMPASS columns record students' scores on the COMPASS placement test that determines whether students must take remedial courses upon matriculation at community college. The Pre-Test is given before students participate in the summer bridge. The Post-Test is given at the end of the summer bridge. The Midpoint is halfway through the summer bridge and the Endpoint is at the end of the summer bridge. Math Certifications are benchmarks created within the LifeLink program.

Last Name	First Name	COMPASS			MIDPOINT SUMMARY				ENDPOINT SUMMARY			
		COMPASS/ Pre-Algebra Score on Pre-Test	COMPASS Score on Post-Test	# Hours Midpoint	# Math Certifications Midpoint	# Vocabulary Words Midpoint	# Essays Midpoint	# Hours Endpoint	# Math Certifications Endpoint	# Vocab Words Endpoint	# Essays Endpoint	
Student	A	47		46.25	6	15	3	70.25	8	20	5	
Student	B	40		41.25	8	40	2	60	11	45	3	
Student	C	33		42	7	10	1	66.25	8	15	1	
Student	D	27		44.5	6	35	4	60	9	55	5	
Student	E	40		38.75	6	5	1	61.25	8	5	2	
Student	F	20		40.5	8	35	2	70.25	11	40	4	
Student	G	20		41.25	2	5	2	63	4	20	3	
Student	H	33		40.25	2	35	5	57	4	40	5	
Student	I	27		42.25	4	45	1	66.75	8	75	2	
Student	J	67		35.5	6	15	2	71.5	9	25	2	
Student	K			47	7	5	5	72.75	12	35	7	
Student	L	67		45	12	45	7	66	18	60	9	
Student	M	40		30	4	15	1	48	7	20	1	
Student	N	80		49.25	12	60	4	75.75	16	70	5	
Student	O	27		43.5	8	30	2	64	11	40	3	
Student	P	67		36.25	8	25	3	36.25	8	25	8	
Student	Q	27		62	8	30	2	86	12	40	6	
Student	R			39.5	9	25	4	58	14	30	5	
Student	S	20		42	3	15	1	66	5	20	3	
Student	T	53		44.5	8	20	6	65.25	12	30	8	
Student	U			36.5	7	30	3	57.5	12	55	4	
Student	V	60		49.25	12	40	5	74.5	18	80	7	
Student	W	50		42	5	20	2	65	5	30	3	
Student	X	27		49	4	35	3	70	6	45	4	
Student	Y	33		42	11	30	3	65.5	14	70	3	

SPRING BRIDGE SYLLABUS

SPRING 2012 BROOKLYN LIFELINK BRIDGE PROGRAM BRIDGE SYLLABUS

COURSE REQUIREMENTS

Scholars are required to:

1. Attend and participate in a four week bridge program; attending two 3-hour sessions a week from March 28th-April 25th.
2. Complete all required weekly assignments in class and at home.

SCHOLARSHIP & METROCARDS

If you attend two sessions a week for the four week program, you will earn a \$150.00 scholarship in support of your participation in the Brooklyn LifeLink Bridge Program. Those students with a financial need will be eligible for a Metrocard for transportation to and from the Bridge location. Scholarships will be released based on attendance and completed assignments; it will be available for pick up two weeks after the end of the program.

SPECIAL EVENT

Community Celebration of Scholars successful completion! Date to be determined at a later time.

CLASS SCHEDULE AND MEETING LOCATION

Location:

503 5th Avenue, 3rd Floor, Brooklyn, NY 11215

Schedule:

Mandatory Math Sessions

Wednesdays from 10 a.m.-1 p.m.

(March 28th, April 4th, 11th, 18th, and 25th)

Fridays 10 a.m.-1 p.m.

(March 30th, April 13th, and 20th)

Voluntary Participating-Writing Sessions

Friday, April 13th 1:30 p.m.-2:30 p.m. & Friday, April 20th 1:30 p.m.-2:30 p.m.

ABSENCES/LATENESS

Students are expected to inform facilitators if they will be late or absent.

Lori Younge Lori_Younge@goodshepherds.org

OFFICE HOURS

Deshaun, Leia & Marisol by appointment 718.788.4800 ext. 300

Lori & Rabiul Fridays 2-5 p.m.

PROGRAM EXPECTATIONS

EFFORT AND PARTICIPATION

We hope that our Bridge Program will be productive, educational, and fun. We have planned a lot of sessions and activities that we hope will help you be more prepared to take the CUNY Placement Test in a few months. The most important part of this Program, though, is you. We will all get out of the Program what we collectively put into it so we expect all of you to try hard, work hard, think hard and ask hard questions. We also expect that you will do some of this work alone, some with other students and some with your program facilitators. Above all, in our work together, we expect an atmosphere of honesty, caring and respect.

ATTENDANCE

We will be doing very intensive, productive work every day. To get the most out of the Program, it is essential that you come on time prepared to participate in each and every session that we have. If you will be late or must miss a session for any reason, you must inform us prior to the session. Please see the facilitator email on the first page. Due to our partnership with CUNY, we must log in all of your hours. During Bridge you will be required to sign in and sign out.

Every two times you are late, it will count as one absence.

Any absences will result in:

1. Scholarship adjustment or loss (minus \$20 for each day absent)
2. Falling behind on in class lectures and assignments
 - » You are responsible for making up the work during the Friday 2-5 p.m. office hours.

CUNY PLACEMENT EXAM RETESTING

In order to be recommended for testing/re-testing at CUNY, by our Program, you must complete at least 24 hours of instruction and practice at Brooklyn LifeLink. You will also be required to complete all of your assignments with a 70 or above. This will increase your chances of scoring a passing grade on your placement exam.

ASSIGNMENTS

Each week you are responsible for progressing in math functions covered in class by completing worksheets and practice tests online.

In order to complete your assigned work, you will have to do some work at home. It is expected that you will be responsible for completing the program's weekly requirements outlined above. All assignments were carefully selected to help you develop in your knowledge and skills.

If you have questions or concerns about assignments, please share them with us.

DATE	LESSONS	HOMEWORK/HOSTOS DUE DATE
Wednesday, March 28	<ul style="list-style-type: none"> > Order of Operations > Signed Numbers > Fractions 	Wednesday, April 4
Friday, March 30	<ul style="list-style-type: none"> > Decimals > Scientific Notation 	Wednesday, April 4
Wednesday, April 4	<ul style="list-style-type: none"> > Percents Basics and applications > Ratios > Proportions Basic and Applications 	Wednesday, April 11
Wednesday, April 11	<ul style="list-style-type: none"> > Measures of Central Tendency > Exponents (PA) > Substitution (A) 	Wednesday, April 18
Friday, April 13	<ul style="list-style-type: none"> > Setting Up Equations 1 and 2 > Basic Operations on Polynomials 	Wednesday, April 18
Wednesday, April 18	<ul style="list-style-type: none"> > Factoring 1 and 2 > Rational Expressions 	Wednesday, April 25
Friday, April 20	<ul style="list-style-type: none"> > Solving Quadratic Equations > Solving Linear Equations 	Wednesday, April 25
Wednesday, April 25	<ul style="list-style-type: none"> > Graphing Linear Equations <p>POST DIAGNOSTIC TEST Make up work day</p>	

STIPEND PAYMENT SCHEDULE

LIFELINK PAYMENT SCHEDULE

SUMMER PROGRAM: JULY 9-AUGUST 17

- > **Week One:** July 9-13
MetroCard
- > **Week Two:** July 16-20
MetroCard
- > **Week Three:** July 23-27
MetroCard
- > **Week Four:** July 30-August 3
\$100 (Paid August 9)
- > **Week Five:** August 6-10
\$100 (Paid August 16)
- > **Week Six:** August 13-17
\$500 (Paid August 31st)*

*The \$500 is paid when you come in with your official college class schedule and your course syllabus.

FALL SUPPORT PROGRAM: AUGUST 24-DECEMBER 19

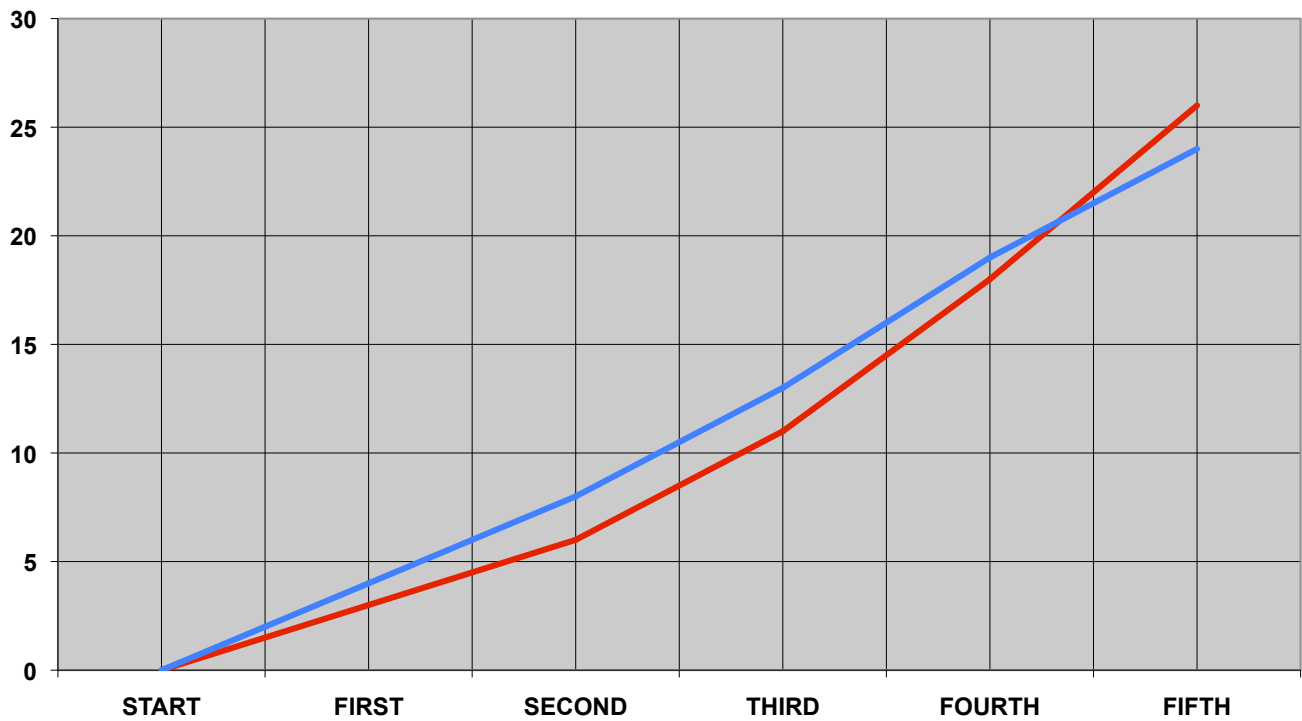
- > **1st semester program:** August 24-October 26
\$150 with \$50 bonus if GPA is 2.0 or higher
(Paid November 1)
- > **1st semester program:** October 29-December 19
\$150 with \$50 bonus if GPA is 2.0 or higher
(Paid December 21)

TOTAL PAYMENTS \$1,000

Payments are dependent on your attendance AND your production.

STUDENT CREDIT ATTAINMENT ANALYSIS

CREDIT SAFETY ANALYSIS FOR STUDENT A



— Blue line represents the baseline of credits needed for success

— Red line represents student's credits/semester

SUMMER BRIDGE SYLLABUS

SUMMER 2012 BROOKLYN LIFELINK BRIDGE PROGRAM BRIDGE SYLLABUS

WELCOME TO THE BROOKLYN LIFELINK SUMMER 2012 BRIDGE PROGRAM!

Congratulations Scholar, on your decision to enroll in college! We are excited about the learning and growing we will engage in together throughout the next five weeks. We have compiled readings, writing assignments and activities designed to prepare you for college level material when you start your college career at New York City College of Technology on August 26, 2012 or Kingsborough Community College on September 10, 2012. Together we will explore through readings, writing assignments and discussions the power and importance of making decisions and the multiple paths we choose in life.

COURSE REQUIREMENTS

Scholars are required to:

- 1.** Attend a mandatory overnight retreat at Camp Ramapo on July 9 (8:30 a.m. departure) until July 10 (5 p.m. arrival in NYC).
- 2.** Attend and participate in a five week bridge program. Your required days of attendance are listed in your individual schedule. Those students who need math assistance must attend Monday and Wednesday math sessions from 1-5 p.m. Our whole group reading and writing sessions will take place on Thursdays from 1-6 p.m.
- 3.** Complete all required weekly assignments in class and at home.

SCHOLARSHIPS & METROCARDS

If scholars attend all sessions as required in their individual schedules for the five week program

July 5-August 9 2012 and successfully complete their assigned work they will earn a \$500.00 scholarship to support their participation in the Brooklyn LifeLink Bridge Program. All scholars will receive a Metrocard for transportation to and from the Bridge location. Scholarships will be released based on attendance and completed assignments; it will be available for pick up two weeks after the end of our Bridge program.

SPECIAL EVENTS

- > **Optional tour of City Tech and a trip to the museum:** Tuesday, July 24, 2012 at 1 p.m.
- > **Fun trip!:** Thursday, August 9, 2012 (location to be determined by student vote)
- > **Celebration & Certificates:** Thursday, August 9, 2012

CLASS SCHEDULE AND MEETING LOCATION

Location:

City Tech Students

Monday, Wednesday & Thursdays at 503 5th Avenue, 4th Floor Room 417, Brooklyn, NY 11215

Kingsborough Students

Monday and Wednesday Math on the Kingsborough Community College Campus room _____

Thursdays at 503 5th Avenue, 4th Floor Room 417, Brooklyn, NY 11215

Schedule: July 5-August 9, 2012

Math

Mondays and Wednesdays 1-5 p.m.

Reading & Writing

Thursdays: 1-6 p.m.

Tutoring & Math make up day:

Fridays 10-4 p.m.

ABSENCES/LATENESS

Students are expected to inform facilitators if they will be late or absent.

Deshaun 646.734.6042;

Deshaun_Mars@goodshepherds.org

Leia 646.841.2617;

Leia_Stewart@goodshepherds.org

Marisol 917.417.3920;

Marisol_Zacarias@goodshepherds.org

OFFICE HOURS

Leia, Marisol and Deshaun are available by appointment Monday-Thursday.

Lior Fridays 10 a.m.-2 p.m.

Lori Fridays 12-5 p.m.

Jennifer 1-3 p.m. Friday, July 27, Friday, August 3, and Tuesday August 7

PROGRAM EXPECTATIONS

EFFORT AND PARTICIPATION

We hope that our Bridge Program will be productive, educational, and fun. We have planned a lot of sessions and activities that we hope will help you be more prepared for college. The most important part of this Program though, is you. We will all get out of the Program what we collectively put into it so we expect all of you to try hard, work hard, think hard and ask hard questions. We also expect that you will do some of this work alone, some with other students and some

with your program facilitators. Above all, in our work together, we expect an atmosphere of honesty, caring and respect.

ATTENDANCE

We will be doing very intensive, productive work every day. To get the most out of the Program, it is essential that you come on time prepared to participate in each and every session that we have. If you will be late or must miss a session for any reason, you must inform us prior to the session, please see the facilitator email on the first page. Due to our partnership with CUNY, we must log in all of your hours. During Bridge you will be required to sign in and sign out.

Every two times you are late, it will count as one absence.

Any absences will result in:

1. Scholarship adjustment or loss (minus \$20 for each day absent)
2. Falling behind on in class lectures and assignments
 - » You are responsible for making up the work during the Friday 10 a.m.-4 p.m. office hours.

In college, if you are absent 3 or more times from your course that will result in an automatic failure of the course.

ASSIGNMENTS

In order to complete your assigned work, you will have to do some work at home. It is expected that you will be responsible for completing the program's weekly requirements outlined below and assigned by the Bridge facilitators. All readings and assignments were carefully selected to help you develop in your knowledge and skills. If you have questions or concerns about assignments, please share them with us.

Readings

Thursday, July 5, 2012

"The N Word" article by Tanya Schneider

Monday, July 9, 2012 (to be discussed during retreat)

"Learning to Read" by Malcolm X (excerpt from *Autobiography of Malcolm X*)

Thursday, July 19, 2012

Read Introduction & Part 1 of our summer book—*The Other Wes Moore: One Name, Two Fates*. Reading reaction due.

Thursday, July 26, 2012

Read Part 2 of our summer book—*The Other Wes Moore: One Name, Two Fates*. Autobiographical essay due.

Thursday, August 2, 2012

Read Part 3 of our summer book—*The Other Wes Moore: One Name, Two Fates*. First draft of comparative essay due.

Final day: Thursday, August 9, 2012

Writing Portfolio due

- > Revised Autobiographical essay
- > Final draft of Comparative essay

Writing Portfolio Assignments**Educational Autobiography Assignment**

This paper asks you to reflect on your life by showing how it has been impacted by your education to this point. Discuss your own educational and/or professional goals by reflecting on the following: what is your

view on education? How have your past educational experiences been from kindergarten through high school? What/who has inspired you educationally? What are your future educational goals and plans? Do you have any fears about college? Conversely, what are you excited about. What are some academic areas you feel need improvement? A reflection paper is simply that, a reflection. Your answers should show thoughtfulness, evidence drawn from readings, discussions and personal experiences, and strong communication skills.

- > Draft of essay will be due on Thursday, July 26, 2012
- > Final essay will be due on Thursday, August 9, 2012

Comparative Essay

In *The Other Wes Moore*, the author writes, “The chilling truth is his story could have been mine. The tragedy is that my story could have been his.” Using your own autobiographical story write a comparative essay where you compare your economic circumstances and educational journey to that of the other Wes Moore (Wes 2). Be sure to discuss other important factors/attributes that can determine one’s fate.

- > Draft of essay will be due on Thursday, August 2
- > Final essay will be due on Thursday, August 9

Summer 2012 Math Lessons Schedule & Homework due dates

We will be utilizing a website named edmodo.com, it is similar to facebook but it is solely used in academic settings. Your lessons are printed in your packet, and

they are also available on this site. Please check our edmodo.com sign up instruction sheet to download materials when necessary. With the materials available in print form and online, we expect all work to be due on time.

DATE	LESSONS	HOMEWORK/HOSTOS DUE DATE
Wednesday, July 11	<ul style="list-style-type: none"> > Order of Operations > Signed Numbers > Fractions 	Monday, July 16
Monday, July 16	<ul style="list-style-type: none"> > Decimals > Exponents 	Monday, July 23
Wednesday, July 18	<ul style="list-style-type: none"> > Scientific Notation > Percents Basics and Applications 	Monday, July 23
Monday, July 23	<ul style="list-style-type: none"> > Ratios > Proportions Basic and Applications > Measures of Central Tendency 	Monday, July 30
Wednesday, July 25	<ul style="list-style-type: none"> > Substitution > Setting Up Equations 1 and 2 > Basic Operations on Polynomials 	Monday, July 30
Monday, July 30	<ul style="list-style-type: none"> > Factoring 1 and 2 > Rational Expressions 	Monday, August 6
Wednesday, August 1	<ul style="list-style-type: none"> > Solving Linear Equations > Solving Quadratic Equations 	Monday, August 6
Monday, August 6	<ul style="list-style-type: none"> > Graphing Linear Equations 	Monday, August 8
Wednesday, August 8	POST DIAGNOSTIC TEST MANDATORY!	

SUPPLEMENTAL INTAKE QUESTIONS

BROOKLYN LIFELINK PROGRAM

PARTICIPANT INTAKE QUESTIONS TO FOLLOW ETO INTAKE FORM

Where do you reside? With whom do you reside? How many live in your household?

What is your relationship to your family (or caregiver or parents—depending on who the young person is living with)?

Who is your primary support?

How do you financially support yourself? (financial, emotional)

Do you provide financial support to your family? Do they provide support to you?

What are your educational goals? What do you hope to gain from going to college?

What are your interests? Have you decided on a major? If no, continue to explore interests.

If yes, why have you chosen this major? What do you see as potential challenges in this major?

If the student has dependent children: Do you have child care in place?

What are your strengths? What are your challenges?

WEEKLY GOAL SHEET

SCHOOL YEAR EXAMPLE

Name: _____
 LifeLink Coach at Morris: _____
 LifeLink Coach at BCC: _____

Week Starting: _____

REFLECTION: WHAT COMES TO MIND WHEN YOU THINK ABOUT YOUR PAST WEEK? PERSONALLY? ACADEMICALLY?

LifeLink at Moriss Check-in Date and Hours:	LifeLink at BCC Check-in Date and Hours:	On Track to Meet Hours? <input type="checkbox"/> Yes <input type="checkbox"/> No	
COURSE	RECENT GRADES & ASSIGNMENT	UPCOMING ASSIGNMENTS & DEADLINES	NUMBER OF CLASSES MISSED
Course 1	Lettergrade & Assignment	Assignment & Due Date	Be honest!
Course 2	Lettergrade & Assignment	Assignment & Due Date	Be honest!
Course 3	Lettergrade & Assignment	Assignment & Due Date	Be honest!
Course 4	Lettergrade & Assignment	Assignment & Due Date	Be honest!
Course 5	Lettergrade & Assignment	Assignment & Due Date	Be honest!

LIFELINK REFLECTION: WHAT WAS YOUR GOAL FOR THIS WEEK AT LIFELINK? WHAT HAVE YOU ACCOMPLISHED? WAS LIFELINK HELPFUL?

STAY AWESOME!

GOALS FOR THE WEEK IN VOCABULARY

WORD NUMBER	VOCABULARY WORDS	CERTIF. STAMPS & SIGNATURES
	1.	
	5.	
	10.	
	15.	
	20.	

HOW DID YOU DO TODAY?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> :-D	<input type="checkbox"/> :-D	<input type="checkbox"/> :-D	<input type="checkbox"/> :-D	<input type="checkbox"/> :-D
<input type="checkbox"/> :-)	<input type="checkbox"/> :-)	<input type="checkbox"/> :-)	<input type="checkbox"/> :-)	<input type="checkbox"/> :-)
<input type="checkbox"/> :-/	<input type="checkbox"/> :-/	<input type="checkbox"/> :-/	<input type="checkbox"/> :-/	<input type="checkbox"/> :-/

COMMENTS

Back on Track Through College tools and other resources are available from Jobs for the Future online at www.backontrackdesigns.org



JOBS FOR THE FUTURE

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122 C Street, NW, Suite 650, Washington, DC 20001

WWW.JFF.ORG

