

COLLEGE ACCESS & SUCCESS COACH TRAINING MANUAL

A comprehensive guide to creating a college-going culture through tutoring and mentoring

Linn-Benton
COMMUNITY COLLEGE

COMMUNITY
ENGAGEMENT

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Oregon | **Campus Compact**

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Introduction

This manual is a tool to prepare you for your role as a College Coach. It is intended to be comprehensive, but is not inclusive of all resources that exist for tutors and mentors. As a College Coach, your main focus is encouraging students to pursue post-secondary education. You have the unique opportunity to be an advocate for students as well as an advocate for education. Be ready to teach, encourage, and help, but also be ready to learn! The students you encounter will come from a variety of backgrounds and are sure to provide incredible, engaging stories. Listen, learn and enjoy a wonderful experience as a College Coach!

What is College Access and Success Coaching?

College Coaching is a program created by the Student Engagement department of Linn-Benton Community College. This program supports youth in schools with high free and reduced lunch to reduce the achievement gap and increase academic achievement and success. LBCC students serve as volunteers, mentors, and tutors to youth. As a College Coach, LBCC students engage in service, participate in critical reflection, and develop as leaders. Student engagement and participation will increase retention and graduation rates for LBCC students, most of whom are low-income and first-generation college students.

The two main goals of this program are (1) to increase retention and graduation rates for LBCC students, and (2) to reduce the achievement gap and increase academic engagement and success for students in Albany. Essentially, the purpose is to create a college-going and a college-completing culture in Albany.

College Coaches are LBCC students who serve as tutors and mentors at low-income schools in the Greater Albany Public School District. Some courses at LBCC offer College Coaching as a way to earn extra credit, but it is a great opportunity for all LBCC students to get involved.

Why should I be a College Access and Success Coach?

Not only is being a College Coach a great way to get involved in the community, it is fantastic resume-building experience. Employers love to see applicants dedicate their time to a good cause that helps improve the community.

What is the time commitment like?

This is largely up to the individual College Coach. You may want to spend an hour a week facilitating College Club at Sunrise Elementary, or spend six hours a week tutoring students in math at South Albany High School (yes, someone did that last term!). All current College Coach placements can be found on the LBCC website by searching "College Access and Success Coach."

Why is this important?

Only 57% of students in Albany pursue higher education after they complete high school, and only 22% of LBCC freshman complete their degree (or transfer to a four-year institution) within four years. These numbers are too low, and College Coaching addresses both of these statistics directly.

By involving LBCC students in the community, they will be more likely to stay engaged and complete their degree. In addition, Albany K-12 students will benefit greatly from having a positive role model that is already in college. By receiving help with their homework and learning about college, K-12 students will be more likely to pursue higher education themselves.

Who can be a College Coach?

Provided that you complete all requirements (listed on the next page), any LBCC student is capable of being a College Coach. We ensure that we will do our best to match you up with a placement that matches your strengths and interests. This means working with the age level that you want to work with, in what subject you feel comfortable with, and during times that you're available. This is your opportunity to gain experience, so please make all of your needs and interests known. For example, if you want to work with children with special needs, or you

want to work in a P.E. class, we can make that happen. Just make sure you advocate for your needs and interests.

How can I be a College Coach?

First, you need to apply online. The application can be found on the LBCC website by searching "College Access and Success Coach." After that, you'll need to complete a district background check. Next, you will need to attend a training to ensure that you have all the tools necessary to make a difference in the Albany community.

What does College Coaching look like?

You can serve as an academic tutor at one (or more!) of the following three schools:

- Waverly Elementary School, various days/times
- Calapooia Middle School, W 1:35-3:00
- South Albany High School, MTWRF 11:50-12:15

Or you can serve as a College Club mentor at one of the following schools:

- South Shore Elementary School, W 2:30-3:30
- Sunrise Elementary School, W 2:30-3:30

You can dedicate as little or as much time as you want to be a College Coach. Whatever your availability is, it is important to have a commitment, because these youth need a consistent role model that they can count on.

Academic Tutoring

Definition of Tutoring:

Tutoring is a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area of discipline provides tutelage, help, or clarification.

The goal of tutoring is to assist students to become independent learners and increase their motivation to learn.

The role of the tutor is to be:

- A helper
- A "model student"
- A representative of LBCC

General Tutoring Tips:

- Relax and be yourself
- Establish rapport
- Respect your tutees
- Be sensitive to the individual needs of your students
- Be informative without being intimidating
- Be positive
- Encourage independence
- Be patient and flexible
- Be a "prober"
- Encourage your tutees to focus on learning how to learn
- Be a good listener
- Have confidence in yourself, but don't be afraid to ask for help

Being a College Coach Tutor:

As a College Coach who does Academic Tutoring, your placement could look a few different ways. If you tutor at South Albany High School, you will host open tutoring sessions during the school day. At Calapooia Middle School, you will facilitate open

tutoring sessions on early release Wednesdays. Finally, at Waverly Elementary School, you will be integrated into a classroom, and help out a teacher, likely with math or literacy.

Facilitating Active Learning:

As a tutor, you have many important duties. Arguably your most important duty is teaching students how to learn. This means encouraging independence, and not giving students the answers. Here are some ways to do this:

- Ask them how they've solved similar problems
- Ask them what the first step is
- Work with them to look in the book to find how to do it
- Practice an example problem with them

In addition, tutors should facilitate active learning, as opposed to passive learning. Below is an example.

Scenario: You are working with a student on an algebra problem. They aren't sure where to start, and have become increasingly frustrated.

Passive learning: "Here, let me show you how to do this."

Active learning: "What section of the textbook has other problems like this?"

College Club Mentoring

College Club is an after-school program on early release Wednesdays at Sunrise Elementary School and South Shore Elementary School. This is a pilot program designed to give students a safe place to go after school that will simultaneously enrich their future. College Coaches will lead an hour-long “lesson” every week.

College Club is 2:30-3:30 every Wednesday from Week 2-Week 11 of the term.

All materials and curriculum are provided by the Community Engagement Coordinator. This includes a detailed description of activities for each week, and all materials (posters, markers, etc.) needed for each week. This also includes a t-shirt for each College Club Coach, as well as snacks for all students each session. It is the responsibility of the lead College Coach to pick up all materials from the Student Life and Leadership Office every Wednesday before College Club.

If you are interested in being a College Club Mentor, you will be provided all of these materials after you have completed the application and background check process. The curriculum for College Club can be found on page 13 of this manual.

Example Activities for College Club:

Race to Graduation: Divide students into University of Oregon and Oregon State University. Students will be competing in a Race to Graduation. One student from each team will come up, be asked a question about college, and then slap their hand down to see who responds first. Whatever team gets the correct answer gets one credit. The team that is first to graduation wins.

Photo Shoot: Students will write on a dry erase board, finishing the sentence “I am going to college because...” A photo will be taken of each student and the next week, the coach will bring back a collage of the pictures to hang in the classroom.

College Tours of LBCC and OSU: With the help of the schools, College Coaches will help lead tours of both college campuses.

Creating a College-Going Culture

A college-going culture creates the expectation of attending post-secondary education for all students. The term “college” is used broadly here to include two-year schools, four-year schools, trade schools, technical certificates, training programs, and other career preparatory programs.

A college-going culture is important because Oregon has the goal of 40-40-20 before 2025. This goal means that 40% of Oregon students will earn Bachelor’s degrees, 40% will earn Associate’s degrees (or other technical certificates), and 20% of Oregon students will graduate high school. This is both an important and aspirational goal, and College Coaches can play a pivotal role.

To achieve 40-40-20, Oregon students need to be prepared for a future beyond high school graduation. This preparation process should not start in high school, but earlier, which is why College Coaches are placed in elementary and middle schools as well as high schools.

There are many things College Coaches can do to create a college-going culture at their placement site. Below are some suggestions:

- College Talk: Do not ask students, “do you want to college?”. Ask them “*where* do you want to go to college?”. This makes college (or other post-secondary education) an expectation, not a possibility.
- Talk about your own experience with college. Connecting the experience to a real person will be helpful for students to visualize what college is.
- College is a long time away for a lot of these students. To ground them, talk about things that they can be start doing now to prepare for college (i.e. turn in homework on time, get involved in clubs, etc.)
- Family Involvement: Coaches will distribute college and career readiness brochures for all students to give to their parents.

Greater Albany Public School District Policies

When you go your site, you must check in at the front desk. Once you have your placement, you will have a certain room that you go to for tutoring or mentoring, but at every school, you must sign in at the front desk as a volunteer. This is to ensure the schools knows who is in the building at all times.

In addition, you can only begin as a College Coach once you have completed and cleared the district background check. The background check can be found online and is good for the district for two years.

District Expectations:

- Be punctual and reliable. Volunteers are most helpful when they can be counted on. If you are going to be absent or late, it is your responsibility to let the Community Engagement Coordinator know as soon as possible.
- Be a good ambassador.
- Keep confidential information confidential. If a student tells you something that alarms you, it is your responsibility to contact the classroom teacher or your school supervisor.
- Set a good example for students and visitors by following school and district rules.
- Refer student issues to regular staff.
- Follow directions.
- Treat all students with dignity and respect.

Levels of Free and Reduced Lunch in Albany Schools:

- South Albany High School: 54%
- Calapooia Middle School: 67%
- Waverly Elementary School: 86%
- Sunrise Elementary School: 85%
- South Shore Elementary School: 77%

These numbers are important because this means that you will be working with students in poverty. For these students, college is even more important. Use college talk, and make sure students know that money is not a barrier to going to college.

College Club Curriculum

Duration: Ten 50 minute to 1-hour sessions, 2:30-3:30 on Wednesdays

Population: Grade 1-5 Students at Sunrise, grade 4-5 Students at South Shore

Objective: To introduce Sunrise and South Shore Elementary School students to the idea of college and what it might take to get there.

Materials Needed: (for every week)

- Snacks
- Sign-in sheet
- Wear a college t-shirt!
- Tape

Week 1: Introduction—what is college?

Materials Needed:

- Markers
- Blank pieces of paper
- Poster paper
- Skit prompts

Lecture: (5 minutes) College Access and Success Coach introduces self and curriculum. Talk about LBCC, your career goals, and your future plans.

Activity: (10 minutes) Hand out blank pieces of paper and markers, and ask students to draw what they think college looks like (intentionally leave it open-ended).

Discussion: (5 minutes) Ask five student volunteers to come up to the front of the room and present their drawings. Be sure to thank students for their participation.

Activity: (20 minutes) Break the students into groups of three, and ask them to come up with a short skit about what they think happens at college, then have each group present to the class. If they are having difficulty, they will be given a prompt.

Discussion: (10 minutes) On the poster paper, make a list of all of the things that you've talked about that are true about college. Encourage student participation in this activity.

Question and Answer: (10 minutes) Allow students to ask any questions they have about college. If it is something that will be covered later in the curriculum, tell them that! They will have something to look forward to.

Week 2: Majors and Careers

Materials Needed:

- Blank pieces of paper
- Markers
- List of college majors on piece of butcher paper
- "Major forms" for all students

Discussion: (5 minutes) Ask students what they learned last time you came in. If they don't remember, prompt them with reminding them of some of the activities you did.

Activity: (20 minutes) Give each student 3 pieces of paper. On each piece ask them to write or draw a career they want to pursue when they grow up. Tell them to leave some space at the bottom. After about 10 minutes, have the students work in groups of 4 to talk about and write something at the bottom of the page that they will have to do in order to have that career (i.e. college, training, etc.)

Lecture: (10 minutes) Briefly explain what a college major is, and how it is directly related to the career a student may want to pursue. Go through the list of college majors that you have and define any that may not be clear right away (i.e. Psychology.) For ones that you have to explain, make sure you write the definitions on the board.

Activity: (10 minutes) Give students a "major form" where they write their major, why they want to do the major, and a picture of them doing that major. You will be told a location that you can display these in the school.

Discussion: (10 minutes) Have each student come up to the front and present their major.

Week 3: Colleges in Oregon

Materials Needed:

- 5 copies of each Oregon school logo
- 5 copies of each Oregon school name
- Glue
- Poster paper
- 10 copies of college fact sheets
- 5 printouts of an Oregon map
- Blank pennants

Discussion: (5 minutes) Ask students what they know about some of the colleges in Oregon.

Activity: (10 minutes) Divide students into five groups. On the piece of poster paper, students will match up college logos with the college name.

Activity: (20 minutes) In the same groups, they will then write down on the Oregon map where each college is. They may know some of this, but they will have a college fact sheet that they can get the rest of the information from.

Lecture: (10 minutes) Do a virtual tour of a college campus online.

<http://www.campustours.com/>

Activity: (15 minutes) Divide students into pairs or groups of three. Assign each group a college, and ask them to decorate the pennant based on the information they learned from the last activity. You will be told a location that you can display these in the school.

Week 4: Steps to College

Materials Needed:

- Timeline on a large piece of butcher paper
- Blank piece of butcher paper
- Photos of OSU graduation
- "Graduation caps"
- Events cut out
- Poster paper
- Markers

Activity: (25 minutes) Create a timeline as a class. The timeline will already have time periods on it, but students have to fill in where different events go. Students will come up one by one, and stick an event where they think it belongs.

Discussion: (15 minutes) Work as a class to make a list of things they should be doing all the time to get ready for college. Make sure the following are included on the list:

- Make school a priority.
- Develop good study habits.
- Get good grades.
- Read often.
- Ask questions.
- Ask for help when you need it.
- Participate in extracurricular activities.
- Use the summer months to brush up on subjects.

Lecture (5 minutes): Show pictures from OSU graduation, and how students decorate their graduation caps.

Activity: (15 minutes) Students will decorate a "graduation cap" and a banner that says "We're going to college!"

Week 5: Barriers to College

Materials Needed:

- Poster paper
- Markers
- Dry erase sheets
- Dry erase markers
- Parent involvement pamphlets
- Blank bookmarks

Discussion: (10 minutes) Work with students to make a list of things that might stop somebody from going to college.

Activity: (15 minutes) Photo shoot! Students will write on a dry erase board, finishing the sentence "I am going to college because..." A photo will be taken of each

student and the next week, the coach will bring back a collage of the pictures to hang in the classroom.

Discussion: (10 minutes) Spend 10 minutes as a class talking about who will help them get to college. Write these names on a piece of poster paper. During this session, hand out the pamphlets for students to give to their parents.

Activity: (25 minutes) Students will decorate a "College and Career Preparedness" bookmark. Guidelines will be given to you on a large piece of paper to display for students. Let them know there will be a contest, and the winner's bookmark will be reproduced and handed out to all students in the school.

Week 6: Colleges across the Country

Materials Needed:

- 5 copies of US maps (with questions on back)
- 5 copies of US school logos
- US College Fact Sheets
- Markers

Activity: (30 minutes) Using the U.S. College Fact Sheets, students will match the college logo to the city on the map. On the back of the map, there will also be 5 questions for them to answer.

Discussion: (10 minutes) Talk about why someone might want to go to college in a different state than the one they live in. Be sure to touch on: wanting to see different parts of the county, wanting a certain major program, scholarships, etc.

Discussion: (10 minutes) Bring each group up one by one to talk about one of the answers on the back of their maps.

Week 7: Career Exploration

Materials Needed:

Lecture: (45 minutes) A career speaker will come in, and do an interactive demonstration.

Discussion: (15 minutes) Preparation for upcoming college tours.

Week 8: LBCC College Tour

Week 9: OSU College Tour

Week 10: Putting it all Together

Materials Needed:

- Charts
- OSU Banner
- U of O Banner
- Diploma for each student

Activity: (30 minutes) Divide students into University of Oregon and Oregon State University. Students will be competing in a Race to Graduation. One student from each team will come up, be asked a question about college, and then slap their hand down to see who responds first. Whatever team gets the correct answer gets one credit. Whoever is first to graduation wins.

Activity: (10 minutes) Have students fill out the chart below:

Because of my College Coach,

I learned:	I need:
I can:	I will:

Lecture: (10 minutes) Thank students. Go over any loose ends. Give students Diploma.

Other Resources

Los Angeles Unified School District College Month

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/COMMITTEE_MAIN/COMMITTEE_CURR_INSTRUCT/COMMITTEE_CURR_INSTRUCT_AGENDA/TAB%20A-ATTACHMENT%20A%20-%20ACTIVITIES%20FOR%20ELEMENTARY%20SCHOOL.PDF

Maricopa Community Colleges Tutor Training

http://www.cg.maricopa.edu/Academics/LearningCenter/Training/Documents/Tutor_Training_Manual.pdf

Mentoring Partnership of Minnesota

<http://www.mpmn.org/Training/MPMTRAINING/WebinarSeries.aspx>

Michigan Campus Compact College Positive Volunteers

<http://micampuscompact.org/CMDocs/MCC/CPV/College%20Positive%20Volunteerism%20Toolkit%20Revised%202012.pdf>

Oregon GEAR UP

<http://gearup.ous.edu/>

Oregon Mentors

<http://oregonmentors.org/>

Portland Community College FutureConnect

<http://www.pcc.edu/resources/future-connect/>