



# Advisor Training Curriculum Development Project

## ▪ Background

Seattle Jobs Initiative's (SJI) Case Management Best Practices and Standards (CMBPS) began as a project to identify the key elements of successful case management for employment services for low-income adults, and to incorporate these into a comprehensive training curriculum for case managers. The project drew upon the expertise of community-based organizations (CBOs) and consultants in the fields of employment and training, social services, organizational development, and human resources to define the key standard requirements for transition management within the target population of adults. SJI took the lead in convening the principles, documenting the results of the project team's work, developing the training curriculum, and implementing the training within its system.

In the spring of 2006, SJI was invited to Cleveland to address a group of college representatives involved in the *Breaking Through* project to articulate the benefits and outcomes of its collaboration with South Seattle Community College (SSCC). SJI presented the CMBPS workshop series as one topic area of note. Portland Community College (PCC) subsequently initiated a dialogue with SJI about CMBPS that resulted in a pilot project to test the applicability of the workshop series for a group of career advisors at the college.

With many community colleges experiencing a shift in student demographics to more low income adults with barriers to completion (such as lack of child care, transportation, or housing or issues related to substance abuse, mental health, or criminal backgrounds) or very low basic skills more career/academic advisors are confronting social service issues. PCC realized that CMBPS training could provide the tools for its staff to recognize barriers and address them appropriately either through advisory practices using social service skills, or by effectively referring students to case management support available within the community. The CMBPS curriculum was modified for use among academic advisory staff and tested at PCC. Modifications to the curriculum accounted for the principle—acknowledged by both PCC and SJI—that career/academic advisors will not become (and do not desire to become) case managers. Accordingly, the modified training provides a bridge between the academic community and community resources that is critically important to student success and retention.

## ▪ Project Details

JFF and SJI have entered into a contract to develop a scaleable curriculum for use by academic professionals that provides the skills necessary to appropriately integrate human services and academic services for the retention of students in academic programs. SJI will convene a group of academic advisory staff members selected from a pool of volunteers identified at the October, 2006 NCWE conference in Albuquerque, New Mexico. The 'task team' will act as subject matter experts to refine the content and delivery mechanism for use by academic professionals.

## ▪ Milestone Dates

NCWE Conference in Portland, Oregon in April 2007	<ul style="list-style-type: none"> <li>-Project milestones             <ul style="list-style-type: none"> <li>-Project progress to date                 <ul style="list-style-type: none"> <li>○ Pilot Project results</li> <li>○ Task Team &amp; results</li> <li>○ Overview of draft curriculum</li> <li>○ Goals &amp; expected outcomes</li> <li>○ Project Timeline</li> </ul> </li> <li>▪ SJI staff will facilitate a working session at the Conference to gather feedback for use in finalizing the curriculum system for JFF                 <ul style="list-style-type: none"> <li>○ A series of learning experiences will be delivered during a working session and feedback will be obtained regarding                     <ul style="list-style-type: none"> <li>➤ Content</li> <li>➤ Delivery method</li> <li>➤ Objectives and whether they were met</li> <li>➤ Relativity to key issues encountered by college advisory staff</li> <li>➤ Relativity of topics to one another</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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May 2007	Working draft will be synchronized with feedback from Portland conference
June 2007	<ul style="list-style-type: none"> <li>▪ Curriculum Writer will produce a draft curriculum to be used by college staff task team members to deliver to their home college staff organizations. The task team will be trained to deliver curriculum in a 'Train-the-Trainer' workshop: <ul style="list-style-type: none"> <li>➤ Curriculum will include facilitation procedures, content materials, student or participant handbook, and suggested material requirements</li> <li>➤ Curriculum will also include a facilitation guide for training potential trainers to deliver the workshop to others</li> </ul> </li> </ul> <p>Advisory team will be given a copy of the final draft to review. Team will have two weeks to respond.</p>
July – August 2007	▪ Field Test of Curriculum
September 2007	▪ Curriculum Writer will complete and deliver the final curriculum package.
October 2007	▪ Present final curriculum package at Savannah NCWE Conference.

▪ **How can you be involved?**

There are several ways you or the college/program you represent can be involved:

- 1) Request an advance copy of the curriculum and provide your feedback to the development team
- 2) Volunteer to attend the Train-the-Trainer workshop June 25 & 26; space is very limited for this, so please let us know as soon as possible that you are interested
- 3) Begin to introduce the idea of this training at your work location. There are several steps to be taken to prepare to deliver the workshop, and the project team would be happy to work with you or representatives of your school to begin the process so you will be ready when the final package is ready to implement it at your campus

If you would like to be involved in any of the ways listed above, or if you have questions and would like to schedule a meeting with the project team to discuss the curriculum, please contact:

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