



College and Career Transitions Initiative

## IMPLEMENTATION STRATEGIES

Site Partnership: **Prince George's Community College**

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required.

STRATEGY:	<b><u>After 10<sup>th</sup>/11<sup>th</sup> grade, assess for college readiness; provide academic/career advising and apply appropriate enrichments.</u></b>
DESCRIPTION:	Prince George's Community College staff administered the <i>Accuplacer</i> test to the Potomac High School 11 <sup>th</sup> grade cohort. Based upon the results, it was determined by Prince George's Community College faculty and Potomac High School staff that there was a need for remedial education in reading, English and mathematics. The students will be offered an opportunity to attend a 2 week summer Criminal Justice academy, at Prince George's Community College, in the summer of 2004. The focus of the academy will be remedial education and topics in criminal justice. The students will also be afforded the opportunity to visit the Career Counseling Center, Student Services, and the college library. By providing the students with these opportunities, we will meet our goal to "asses college readiness, provide academic/career counseling and apply appropriate enrichments".
STRATEGY:	<b><u>Host professional development opportunities for secondary and post-secondary faculty.</u></b>
DESCRIPTION:	During the summer of 2004, Prince George's Community College faculty hosted a one week seminar in "Teaching College Level Courses". During this seminar, the secondary school teachers were provided information on topics regarding syllabus development, multiple lecture strategies, responding to a diverse student population, usage of instructional media and technology, appropriate classroom assessment, and testing/grading techniques. As incentives, the secondary school faculty were provided with materials which may be used in their courses and a stipend for attending the seminar. By providing such a training opportunity for secondary school faculty, we have achieved of our goal for increasing/improving concurrent enrollment opportunities for secondary students, thus increasing post secondary enrollment.
STRATEGY:	<b><u>Develop articulation agreements, secondary and post-secondary; Offer dual/concurrent enrollment.</u></b>
DESCRIPTION:	We developed an articulation agreement with our secondary partners for two Criminal Justice courses: "Law Enforcement in the Community" and "Juvenile Justice". The secondary school faculty will be hired as Prince George's Community College Criminal Justice adjunct faculty. The two courses were offered in the spring of 2005, as dual/concurrent enrollment courses for those secondary students who are in their 12 <sup>th</sup> grade year. Upon admission into Prince George's Community College and successful completion of the two courses, the students will be awarded 3 college credit hours for each course. By developing articulation agreements, secondary and post-secondary and offering dual/concurrent enrollment, we are exposing secondary school students to post-secondary education; thus, increasing enrollment at the post-secondary level.

STRATEGY:	<b>Provide students will site based experiences.</b>
DESCRIPTION:	During the summer of 2004, a few of the secondary school students were afforded the opportunity of a paid internship with our employer partner, the Laurel City Police Department. The students were given the opportunity to work, for a two week period, in a law enforcement atmosphere. During this time, the students "shadowed" employees of the Laurel City Police Department. As a result, the students developed a better understanding of the internal organization of a municipal police department and it's daily activities to include communications, administrative duties, patrol duties and special assignment duties.
STRATEGY:	<b>Provide opportunities for parents to meet with student and advising faculty.</b>
DESCRIPTION:	In October of 2004, Prince George's Community College was scheduled to host a "Parent/Student Night" for those secondary students and their parents who are involved in our grant. During that evening, Prince George's Community College faculty and staff were planning to provide information about Prince George's Community College, including admissions/testing, career counseling, student services, vocational services, the Criminal Justice Department and degrees offered in the field of criminal justice. We have recognized the need to include the parents of our students in our program. By hosting such an evening, we had hoped to encourage further student involvement in the program and increase the probability of continued enrollment at the post secondary level. We rescheduled this activity for the Spring semester based upon scheduling issues; however, have yet to provide such an opportunity. We are investigating the possibility for the fall of 2005 semester, during the "New Student Family Night Orientation", hosted by Prince George's Community College.