Welcome!

@TheGradNetwork  #Advising2018
Introduce yourself to your tablemates

Come up with a 6 word introduction to the group
@TheGradNetwork
#Advising2018
Welcome!
Welcome!

Ashley Parrott
Senior Policy and Development Advisor
Office of Mayor Greg Fischer

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Community by Community we are accelerating a national movement that makes it possible for every adult to come back and finish college.
The Graduate! Network Pillars

Impact Services  Partnerships  Messaging  Sustainability
Goals:

• Advanced training for 100 advisors representing 24 communities in 17 states.

• Supplement ongoing online advisor training.

• Strengthen interpersonal connections and peer learning among advisors throughout the network, and

• Impress upon program directors and boards the value of this professional development experience for advisors.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Thursday, September 6th, 7:30am-5:00pm</th>
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</thead>
<tbody>
<tr>
<td>7:30 - 8:30</td>
<td>Registration, buffet breakfast, introductions</td>
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</table>
| 8:30 - 11:45 Morning Sessions | - Welcome  
- The Kresge Foundation’s Higher Education Ecosystem & The Equity Lens  
- Being Intentional About Equity and Inclusion  
- Advising Comebackers using The Graduate! Network Lifecycle model  
- Keynote: “Psyche of the Comebacker Lifecycle and Persistence To and Through Degree Completion,” Jeff Nally |
| 11:45 - 12:30 | Lunch and Learn: the History of the Seelbach Hotel, with Historian Larry Johnson |
| 12:30 - 1:00 | Block Talk (wear comfortable walking shoes!) |
| 1:00 - 5:00 Afternoon Sessions | - Connecting Completion and Careers  
- Graduate! Network Advising Model  
- The Advising Lifecycle: Engagement, Recruitment, Inquiry and Pre-enrollment  
- Reflection & Closing |
| 5:30 - 6:30 | Reception & Networking |
| 6:30 - 8:00 | Dinner & Networking |

**Day 2**  
**Friday, September 7th, 7:30am-12:30pm**

| 7:30 - 8:30 | Buffet Breakfast & Networking |
| 8:30 - 12:00 Morning Sessions | - Keynote: “Combining Data and Storytelling to Inform Your Work and Drive Comebacker Success,” Dr. Matt Bergman  
- The Advising Lifecycle: Enrollment, Persistence, Graduation and Alumni  
- Efficiency and Additional Ways of Using the Comeback Tracker (Salesforce)  
- Closing Remarks |
Comeback Tracker

Trish Perkins
SalesForce™ MVP
Higher Education Ecosystem and the Equity Lens
Bethany Miller
Program Officer, Education Program

THE KRESGE FOUNDATION

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Kresge Slides
Being Intentional about Equity and Inclusion

Moderator:
Patricia Williams
President of Louisville SHRM
Manager/HR Louisville Central Community Centers

Sarah Nuñez
University of Louisville
Assistant Director of Hispanic/Latino Initiatives

Danielle Sims
Jefferson Community & Technical College Director of Multicultural Affairs

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Break

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The Advising with the Lifecycle Model

Engage

Inquiry

Pre-enroll: Explore, Prep, Go!

Enroll

Persist

Graduate!
INQUIRY

1. FILL OUT FORM
   or
   CALL IN FOR HELP

2. SCHEDULE A MEETING

3. PREP FOR CONVERSATION

4. PROCESS CHECK

Good Candidate for Automation
PRE-ENROLLED

1. FOLLOW-UP
2. PAPERWORK
3. BARRIERS
4. EXPLORE OPTIONS
5. SELECT PROGRAM
6. APPLY
DATA THAT MOVE US: Predictive Pathways to Enrollment

HIGH-TOUCH CONTACTS

<=3

WHEN DO YOU WANT TO START?
I'm ready today!

EMPLOYMENT STATUS AT INTAKE
0 to 20 hours

2.2x

3-7

WHEN DO YOU WANT TO START?
I'm ready today!

EMPLOYMENT STATUS AT INTAKE
Unemployed, not looking Employed up to 40 hours

2.5x

7-14

WHEN DO YOU WANT TO START?
I'm ready today! Within 3-6 months

EMPLOYMENT STATUS AT INTAKE

2.5x

>14

HOW DID YOU HEAR ABOUT US?
Flyers, Faith Based Organization, Career Fair, Referral from another service, Friend or Family Member

PREFERRED CLASS FORMAT
Combined In-person/Online

4x
PERSIST

Advisors support Comebackers

- Connect to Advisors
- Workshops
- Track Progress
- Deadline Reminders
GRADUATE & ACTIVATE
Advising the Comebacker’s Brain:
Psyche of the Comebacker Lifecycle and
Persistence To and Through Degree Completion

September 6, 2018
Where Do You Do Your Best Thinking?
The Graduate! Network Lifecycle Model
The Comebacker’s Brain
Step 1 Spark the Growth Mindset

The choice we make about the comebacker in our presence.

“You are inherently intelligent, free to make real choices about your life and your feelings, able to think about anything, loving, creative, and worthy of good outcomes.”

- Nancy Kline

Author, “More Time to Think”
Step 2: Listening At All Levels: Connect with Emotions
Name It to Tame It

Name the emotion you’re experiencing
- Be specific
- Say it
- Diffuse the emotional charge
- Dampen the amygdala and limbic system
- Increase certainty and clarity

Now, name the comebacker’s emotion.
Reframe It

Find a different, alternative meaning

- What can you learn?
- What do you see that helps you achieve what’s important to you?
- To your family or loved ones?
- In your work life or career?
3. Reorder or Reprioritize

- **What** priority is this for you? Your Family? Your Work and Career?
- **When** is this a priority for you? Now, Tomorrow, Next Week?
- **What kind** of priority is this? Career, Well-Being, Family?
- **For whom** is this a priority? Me? My Family? My Manager?
4. Normalize It

Identify what’s typical, standard, usual, or expected

- Does this happen to other people?
- Do other comebackers experience this?
- Is feeling this way normal or expected?
- What’s not unique or special about this situation?
5. Reposition It

What do you see when you look at this from other perspectives?

- Spouse or partner
- Family
- Manager
- Employer
- Education Institution
- Past/Present/Future
- Community
Step 3: Nudging Comebackers: The Behavioral Economics of Measuring Thinking
Future Focused Questions

- What are you experiencing when you earn your degree/certificate/certification?
- What do you see happening a year from now?
- What emotions are you experiencing? How do you feel?
- What are the people close to you saying?
- What am I doing as your advisor?
- What are classmates and faculty saying?
- What is your community saying?
Scale Questions

- On a scale of 1 to 10, where 10 is “my thinking about this is crystal clear” and 1 is “my thinking is as clear as mud,” where are you right now?
- What makes it an “X” for you instead of a 1?
- What’s one thing that will take it to an “X + 1?”
The “Not” Question

- What have you *not* thought about that can be helpful right now?
The Nudge Conversation

- What are you experiencing when your education is complete?
- On a scale of 1 to 10, where 10 is “crystal clear” and 1 is “mud pit,” where are you right now?
- What makes it an “X” for you instead of a 1?
- What’s one thing that will take it to an “X + 1?”
- What have you not thought about that can be helpful right now?
The Graduate! Network Lifecycle Model
Confidence

Courage.
Supporting Scholarships
Thank You...Let’s Connect

Jeff Nally

@jeffreynally

Jeff Nally – Nally Group

Nally_Group
The Splendid and Surprising History of the Seelbach Hotel

*with* Larry Johnson
Seelbach Hotel Historian
Block Talk

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The Splendid and Surprising History of the Seelbach Hotel

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Seelbach Hotel Historian

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Welcome Back!

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Connecting Completion and Career

Moderator:
Bridgett Strickler
Co-PI, Bridging The Talent Gap
The Graduate! Network

Delma Madrigal
Graduate! ABQ

Renée McCreight
Graduate Memphis

Jodi Strote
Greater Minds - Spokane

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At your table discuss the following:

• What I just learned or a new idea I really liked.

• What my community is currently doing to connect degree and credential completion to careers for Comebackers?

• Where or what is the data resource we are using in our community?

• What action can I take when I get back to my community?

• What else do I need to know?
Break
Advising Models
Advising Matters

Advisors Create Forward Movement:
• Inspire
• Advise
• Challenge
Components of Graduate! Network Advising

Lifecycle Approach

Comebacker Centered Advising and Active Listening

Behavioral Economics

Fixed vs. Growth Mindset

Appreciative Advising

Nudge
Behavioral Economics

• How we make decisions and what influences us.

• Long used in business.

• Problem! Getting good information is time consuming.

• Influenced by impulse and short cuts.
<table>
<thead>
<tr>
<th>FIXED MINDSET</th>
<th>GROWTH MINDSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Something you’re born with</td>
<td>• Come from hard work</td>
</tr>
<tr>
<td>• Fixed</td>
<td>• Can always improve</td>
</tr>
<tr>
<td>• Something to avoid</td>
<td>• Should be embraced</td>
</tr>
<tr>
<td>• Could reveal lack of skill</td>
<td>• An opportunity to grow</td>
</tr>
<tr>
<td>• Tend to give up easily</td>
<td>• More persistent</td>
</tr>
<tr>
<td>• Unnecessary</td>
<td>• Essential</td>
</tr>
<tr>
<td>• Something you do when you are not good enough</td>
<td>• A path to mastery</td>
</tr>
<tr>
<td>• Get defensive</td>
<td>• Useful</td>
</tr>
<tr>
<td>• Take it personal</td>
<td>• Something to learn from</td>
</tr>
<tr>
<td>• Blame others</td>
<td>• Identify areas to improve</td>
</tr>
<tr>
<td>• Get discouraged</td>
<td>• Use a wake-up call to work harder next time</td>
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**SKILLS**

**CHALLENGES**

**EFFORT**

**FEEDBACK**

**SETBACKS**
### The 6 Phases of Appreciative Advising

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Disarm</strong></td>
<td>Make a positive first impression with the student, build rapport, and create a safe, welcoming space.</td>
</tr>
<tr>
<td><strong>Discover</strong></td>
<td>Ask positive open-ended questions that help advisers learn about students’ strengths, skills, and abilities.</td>
</tr>
<tr>
<td><strong>Dream</strong></td>
<td>Inquire about students’ hopes and dreams for their futures.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Co-create a plan for making their dreams a reality.</td>
</tr>
<tr>
<td><strong>Deliver</strong></td>
<td>The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.</td>
</tr>
<tr>
<td><strong>Don’t Settle</strong></td>
<td>Advisers and students alike need to set their own internal bars of expectations high.</td>
</tr>
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Nudge

• Our fatal flaw is INERTIA!

• Persistent light touches can change a pattern of inertia.

• Become a “Choice Architect”

Nudge (2008) by Thaler and Sunstein
INQUIRY

1. Fill out form or call in for help

2. Schedule a meeting

3. Prep for conversation

4. Process check

Good Candidate for Automation
At your table discuss recruitment, engagement and inquiry strategies.

- What is my community currently doing to recruit and engage comebackers?
- Where or what is the data resource we are using in our community?
- What I just learned or a new idea I really liked.
- What action can I take when I get back to my community?
- What else do I need to know?
Break
PRE-ENROLLED

1. FOLLOW-UP
2. PAPERWORK
3. BARRIERS
4. EXPLORE OPTIONS
5. SELECT PROGRAM
6. APPLY
Discussion Leaders: the Pre-Enrolled Lifecycle Role

Carrie Barnes  
KC Degrees

Terri Conduff  
TN Reconnect

Cedric Deadmon  
KC Degrees

Joi McAtee-Martin  
Degrees Work

Renée McCreight  
Graduate Memphis

Denise Whittaker  
Graduate! Philadelphia

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In your group discuss strategies for the Pre-enrolled Lifecycle Role.

1. How do we motivate movement through Pre-Enrollment?
2. What are the resources we are using in our community?
3. Who are our partners and what are our roles?
4. What I just learned or a new idea I really liked.
5. What action can I take when I get back to my community?
6. What else do I need to know?
Reflection
• What I just learned or a new idea I really liked.
• What action can I take when I get back to my community?
• What else do I need to know?
Welcome Back Teams!

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Recap Day 1
<table>
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- Efficiency and Additional Ways of Using the Comeback Tracker (Salesforce)  
- Closing Remarks |
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#Advising2018
Combining Data and Storytelling to Inform Your work and Drive Comebacker Success

Matt Bergman
Program Director and Professor,
College of Education and Human Development
University of Louisville

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Matt Bergman slides
ENROLL

1. Follow-up
2. Register
3. Connect with Advisor
4. Select courses
5. Logistics and books
6. First day of class
PERSIST

Advisors support Comebackers

Connect to Advisors
Workshops
Track Progress
Deadline Reminders
Team Workshop: Enrollment, Persistence and Graduation

• What are the relationships between the Graduate! team and the college advisors? How can we improve them?

• How can we improve these relationships for the benefit of comebackers? Who can do what, and when?

• What I just learned or a new idea I really liked.

• What action can I take when I get back to my community?

• What else do I need to know?
Break
Comeback Tracker

Tips and Tricks

Zach Zimmerman
The Graduate! Network

Cedric Deadmon
KC Degrees

Renée McCreight
Graduate Memphis

Trish Perkins
WorldsTouch

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Advisor/Navigator
Communication Strategies

Presented by

GRADUATE MEMPHIS

START. STAY. FINISH.
GraduateMemphis.org

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Appropriate Communication for Lifecycle Roles and Stages

- Inquiry
- Pre-Enrolled
- Enrolled
- Alumni
- Inactive
INQUIRY

• Comebacker completed an inquiry form and assigned to an advisor/navigator

• Welcome email sent to Comebacker (automated); initial phone contact within 24-48 hours of being assigned

• Three contact attempts to include phone, email and text (if possible) one week apart
Comebacker is prepared to:

1. Explore and decide on degree or certificate program and institution

2. Retrieve and submit any transcripts from previous institutions as well as any other required documents for admission into the selected institution

3. Meet with a college advisor at the selected college partner institution

4. Address defaulted loans and enter a loan rehabilitation program

5. Address life issues in preparation to enroll/re-enroll within the timeframe he/she provided
Schedule and tailor communication to determine if Comebacker has decided on a degree/certificate program and institution.
Schedule and tailor communication to get an update on the status of the following:

1. Admission application
2. FAFSA (Free Application for Federal Student Aid)
3. Required documents
ADVISING GO

Personalized communication that is encouraging and motivating

Scheduled communication within 3-7 days of the start of class to ensure enrollment and update Salesforce accordingly
Communication to connect the Comebacker to the college advisor (warm hand-off)

Follow-up communication to Comebacker to confirm contact with college advisor
Rehabilitating Loans: provide information on the Loan Rehabilitation Program and schedule follow-up communication to update progress of required consecutive payments

Life Issues: Document in detail the issues and schedule communication check-ins appropriately
Encouraging, personalized communication scheduled at mid-terms, finals or semester/trimester end and registration for upcoming semester/trimester
ALUMNI

Celebratory communication regarding events and engagement opportunities sent from advisor/navigator or any other designated staff
With the exception of those who have a lifecycle stage of “Do Not Contact” connect with these students via scheduled/automated, but personalized and timely, email correspondence at the start of each semester. Scheduled emails should be one month out, then two weeks, then one week.
COMMUNICATION TEMPLATES

• Inquiry for 1\textsuperscript{st}, 2\textsuperscript{nd} & 3\textsuperscript{rd} contact attempts
• Thinking of Enrolling; three templates: 1-month, 2-weeks & 1-week
• First day of school encouraging note
• Enrollment Status Check-in: mid-terms and finals
• Registration reminder
• FAFSA reminder
• Birthday
• Other customized messages
Maximizing the Comeback Tracker for Effective Advising

1. Document contact sessions accurately
2. Include details of each contact session with Comebacker
3. Create follow-up tasks appropriately
4. Upload FERPA release, transcripts, Student Aid Report (SAR) if possible
5. Update student records frequently
THANK YOU... And Let’s Continue the Conversation