

**LESSON
SAMPLER**



**IDEAS
FOR COLLEGE
& CAREER
Readiness Plans™**

EXCERPTS FROM THE FACILITATOR GUIDE

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INTRODUCTION

COLLEGE AND CAREER READINESS PLANS

Introduction

This comprehensive workshop program to support College and Career Readiness Plans—students' academic and future careers. Students will begin to formulate their understanding of what there is beyond high school and what steps are needed to be successful in their academic and personal lives. The program is composed of student book readings, collaborative discussion topics, and interactive exercises with socio-emotional learning reflections embedded in each section. English language support is included wherever there is a need to further scaffold the activity. This planning program supports the individual evolution of goals.

The program also segments the processes required over several years until graduation and, through interactive activities, helps instill the importance of post-secondary education. The overview of secondary school requirements, resources, study skills, and strategies are an ideal reference for students.

Students will not only learn about the requisites for high school graduation, but also learn about what they need to do to get into college and the application process. The program is beneficial for all students, especially those who may need the topic exposure and dedicated time to think and plan their future. The multilingual concept glossary at the end of the book provides reference points for students needing content support in their home language.

Each chapter in the student book is titled as part of the very word IDEAS: **I**nspiration, **D**etermination, **E**xpectations, **A**ctions, and **S**trategies for studying success. The information is presented to empower students with resources and encourage them to be active participants in determining their futures in an organized way. The students' IDEAS for College & Career Reading Planning book helps them on their readiness continuum. The College and Career Readiness Continuum (found in Appendix A) refers to the stages of progression in a student's personal academic plans towards graduation.

This Facilitator Guide gives the instructions and backdrop for the students' activities. There is also a full set of PowerPoint presentations available - one for the Introductory session and one for each of the sessions corresponding to each chapter in the student book. Note that session 6: Strategies for Success can be conducted any time after the Introductory session. Each and every session supports the discussions, readings, activities, and extensions with visual representations for students and facilitators to reference.

Avoiding Obstacles

Planning, utilizing resources, and trying to be ready for what's to come is imperative to avoid the obstacles to post secondary academic and career success. In developing students' college and career readiness, it is important to avoid:

Getting Off Track: In terms of college readiness preparedness, a student getting off track is defined as a student who stops moving forward properly or going in the right direction towards the end goal. Sometimes a challenging class, or otherwise negative experience, can change a student's attitudes and drive. Students who have set-up external supports will have a better chance of rechanneling their efforts and realizing that challenges will make them stronger along the way.

Easy to Implement

Summer Melt: This is considered to happen when high school seniors who have been accepted to college, instead “evaporate” or “melt” during the summer months by not enrolling in the fall semester of their higher ed plan. This is usually the time after high school graduation and before college orientation when students begin an alternative track other than the one that takes them into college or trade school. Some of those students “melt” even when they have all the processes in place. For example, a student could take on a full time job that takes priority over college goals. Or, if a student had been on track, she/he may need help fulfilling details from financial forms, housing applications, and immunization records. Once again, students who have set-up external supports will have a better chance of resetting their efforts to stay on track and enroll in post-secondary education. It is important to be aware of the summer melt rate at your school. There are intervention descriptions available. (Castleman, Page, Snowdon)

PROGRAM COMPONENTS

The **IDEAS for College and Career Readiness Plans** includes facilitator workshop resources, and a minimum of a class set of student books.

- Set of Student Handbooks
 - IDEAS for College & Career Readiness Plans, (Student Text)
- The Facilitator Guide:
 - Lessons Guide – to incorporate the student book and interactive activities
 - Extension activities
 - Additional teacher copy of student book
- PowerPoint Presentations (one per session - total 6)
 - Links to access online presentations (downloadable)








ONLINE PRESENTATIONS

www.vistaschoolresources.com *LINK PROVIDED WITH PURCHASE OF PROGRAM*

Presentations included in the program help present six sessions. The facilitator guide offers extensions and supports to enhance the use of the student book as a course curriculum. The six sessions can also be extended or condensed as desired. See scope and sequence on pages 5-7.

LESSON ACTIVITY PROMPTS

These symbols will appear throughout the facilitator guide to help drive a suggested response to discussion and writing prompts, as well as activities.

-  **Writing**
-  **Talk About It**
-  **Group Share**
-  **English Language Support**
-  **Extension Activity**

EXCERPTS FROM THE FACILITATOR GUIDE

Editable --
Visual Aids--PPT's
for Classroom Reference

SESSIONS

The facilitator guide lessons for each of the unit sessions, each also has an accompanying powerpoint presentations. These can be edited or personalized as needed. Each session has a visual or backdrop during the sessions. See the cover slide of each session below. The sessions and notes can be accessed and downloaded at: vistaschoolresources.com **LINK PROVIDED WITH PURCHASE OF PROGRAM**



SESSION #1 - INTRODUCTION



SESSION #2 - INSPIRATION



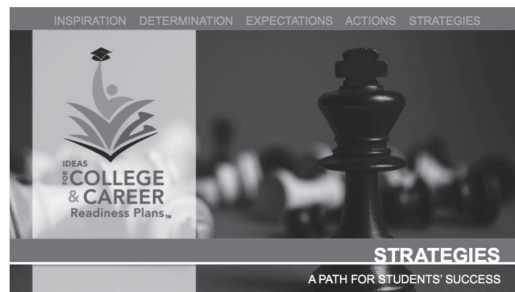
SESSION #3 - DETERMINATION



SESSION #4 - EXPECTATIONS















SESSION #5 - ACTIONS



SESSION #6 - STRATEGIES

FLEXIBLE
Implementation
Guided Discussions

SCOPE AND SEQUENCE

Session Number & Title	SESSION #1: INTRODUCTION		SESSION #2: INSPIRATION FOR THE FUTURE	
Facilitator Guide	Pages 11 - 22		Pages 23 - 41	
Suggested Time	90 Minutes		120 Minutes	
Activities Break Session (Time in Minutes)	30	Welcome Page & Academic Track	25	School Clubs
	25	Academic & Value Statements	25	Other Sources of Inspiration
	15	College and Career Readiness Continuum	35	Community Service
	20	Reflection	35	Career Paths
Allow additional time for extension activities and providing English language support.				
Session Summary	This introduction session allows students to self-reflect, become acquainted with their peers in the class, and begin to present their opinions about topics that are relevant to the college and career readiness continuum. They will evaluate where they are at this point in their lives academically and reflect on how they view success.		Inspiration is defined as a force or influence that inspires someone to do something. Striving for academic goals and being involved in school clubs will open opportunities for students to find what influences and inspires them to strive for their career and future plans.	
English Language Support and Extensions	<ul style="list-style-type: none">  Three Truths and One Lie, Pgs 12-13  Opinion Continuum, Pg 17  Academic and Value Statements: Exploration, Research and Response, Pgs 17-18  Vocabulary Scaffold, Pg 19  Give One - Get One, Pgs 21-22 		<ul style="list-style-type: none">  Things in Common, Pg 25  Cloze Passages, Pg 27  Projecting Positive Impact, Pg 30  Career Paths, Pgs 32-36  Career Explorations, Pgs 38-39  Career Job Opportunities, Pgs 38,40  Learning from History, Pg 41 	

Additional Resource Links

Session #1: www.vista.edu

Session #2: www.bls.gov

www.cws.edu

www.serv.gov

www.vol.org

www.dos.gov

www.industry.gov

www.career.gov

LINKS PROVIDED WITH PURCHASE OF PROGRAM

LEARNING ACTIVITIES

Techniques will support the active learning of the concepts in IDEAS for College Readiness Plans. There are various approaches, but these are a few to refer to when using in the lessons:

Pauses for Clarification: During the presentation or reading of the resource, pausing to allow listeners to further process what has been explained is an effective way to promote “active listening.” Follow the pause by offering clarification. In the case of students who are English language learners or new to the school, it is recommended to offer students the chance to speak with a partner about what was just presented and allow them to ask questions. Sharing with the whole group as volunteers or presenting questions for the facilitator to further explain is the hope for deeper engagement.

Writing Activities: Students will be invited to respond in writing to an anticipation guide or a research prompt. Having students respond to a stated topic or question can be asked to provide additional writing practice when needed.

Large-Group Discussion: Students discuss a topic or reading in class based on a passage, video, situation analysis, or reflection.

Think-Pair-Share: Students work individually on an activity or reflect on a passage. Students can then share and compare their responses with a partner and synthesize a joint response to share with their peers in the class.

Peer Review: Especially when preparing the research responses, it will be a learning experience for the students to see how other peers think. Students turn in their individually completed assignment to the facilitator and bring a second copy for peer review. Students can provide peer feedback and correct errors in grammar or content.

Brainstorming: Solicit student input with a topic or prompt. Offer students a minute to record some of their own ideas and then display them.

Case Studies: There are some real-life anecdotes that describe some challenges and successes that happened to some public figures. These may help students realize that having a plan for their future helps lead to new experiences that drive their paths. Sharing a teacher’s own personal experiences in finding their career may also foster a connection with the students. The expectation is that students make connections between what they are learning in the program and the reality of their future lives and the potential available to them through their actions. See page 41 of this guide.

Interactive Presentation: Facilitator will break up the lesson with activities that allow students to work with the material. Students may have to read on their own, analyze pictures, make calculations (like for GPA), etc.

Active Review Sessions: The facilitator presents questions and the students may work individually or in groups. Responses can be shared, tallied, and discussed.

Role Playing: In order to fully understand a concept, students can play the role of someone who is acting out will help them better understand the theories being discussed. The scenarios range from simple to complex.

Jigsaw Discussion: For this technique, a topic or section of a reading is divided into small, interrelated or sequential pieces (e.g., like a puzzle is divided into pieces). Each team member is assigned to read a piece and become an expert on a different topic. After each participant has become an expert on their piece of the puzzle, they teach the other team members about it. Finally, after each person has finished teaching, the puzzle is reassembled, and everyone on the team knows something important about every piece of the puzzle.

Journal: This is an effective method for allowing students to apply concepts to their own life experiences. Reflections embedded in the student book accomplish this. There are extended reproducible activity pages in this facilitator guide to help scaffold the written activities for students needing extra support to understand and develop concepts such as the creation of goals.

Inquiry Learning: Students use an investigative process to discover concepts for themselves. After the facilitator identifies an idea or concept for mastery, a question is posed that asks students to make observations, pose hypotheses, and speculate on conclusions. Then students share their thoughts and tie the activity back to the main idea/concept. This may apply when researching careers or community service activities.

Experiential Learning: Usually this refers to site visits about a topic being studied. This can be applied in various ways, from virtual college campus visits, to college tours, to career exploration site visits, to guests presenting to the class. The possibilities are limited only by the appropriate options at your school.

THE RESEARCH BASIS

Throughout this IDEAS for College and Career Readiness Plans program, purposeful activities are presented based on the research by David Conley shared in his book, ***College and Career Ready: Helping all Students Succeed Beyond High School***. Conley presents a conceptual model of four parts that includes key cognitive strategies, key content knowledge, academic behaviors, and contextual skills and awareness (or college knowledge). The common definition of College and Career Readiness includes key content knowledge, course requirements, GPA, tests, and the ability to perform in college courses. Conley's foundational framework that includes strategies, behaviors, and needed skills and awareness are the focus of this program. This foundational skill set is what is usually designated for schools to provide, as part of the college readiness initiatives.

This College and Career Readiness Plans Workshop program provides the needed resources to address the development of academic behaviors or key learning skills, as well as the contextual skills and awareness for their transition to their postsecondary education.

The key learning skills and techniques expanded upon in the workshop include:

- Self-awareness and personal trait recognition
- Persistence and follow through
- Planning and setting short and long-term goals
- Strategies for study skills and time management
- Collaboration and learning with others
- Responsibility and ownership of learning
- Proficiency in technology and research

EXCERPTS FROM THE FACILITATOR GUIDE

**Instill Concepts
Over Time!**

- Knowledge and awareness for a successful transition to post high school academics
- Topics covered in the workshop are:
 - Secondary options and choices
 - College requirements
 - Finance planning: aid and scholarships
 - Career paths
 - Communication with mentors/instructors
 - Advocating for self/resourcefulness

In today's global, knowledge-based economy, a college education is the gateway to social mobility and better lifelong opportunities. The vast majority of America's high school students (86 percent) expect to attend college, but many lack the support and guidance they need to prepare for enrollment and success in college. (Hussar and Bailey). Helping students understand the necessity of a college education is intrinsic throughout the program and student book.

Sessions are most impactful when delivered over time. The turnkey presentations for facilitators:

- Expose students to the academic expectations and options they have at the secondary level
- Empower students with the knowledge of the process of achieving their goals and expectations—through the lens of college and career readiness plans
- Clarify students understanding of what to expect in high school
- Activate needed processes to prepare for career and college options
- Practice socio-emotional learning strategies
- Recognize their strengths and challenges, goals, and the resources available to them
- Document their achievements in their personal student book/journal

During the program, and in their ongoing experiences, students proceed on their personal College Preparedness Continuum. This continuum was specifically designed for this program to support students in their self-awareness and responsibility for their learning and preparation for college. See complete continuum in Appendix A of this Facilitator Guide.

Key Cognitive Strategies are found in the text and in the extension activities especially those involving research and writing. In his book, David Conley clarifies that one aspect of the four-part conceptual model for college readiness is key cognitive strategies. These are the "habits of mind" or purposeful behaviors that students must be able to replicate over time and in various situations so that they "learn when and where to employ them" (Conley, 33). They tend to be embedded in first level college courses across multiple disciplines. Key cognitive strategies include problem formulation, research, interpretation, communication, precision, and accuracy (Conley, 34). These can be done in writing assignments, oral presentations, and other student activities also included in this workshop as extensions.

The purposeful activities and forging of meanings through student discussions throughout the IDEAS for College and Career Readiness Plans Program expose students to the key cognitive strategies to build good "habits of mind" towards their academic and personal futures.

SESSION 1 - INTRODUCTION/WELCOME**Student Initial Reflection**

See <http://www.vistaschoolresources.com/ideascrrp.html> For Session 1 Introduction
Welcoming students to a new chapter in their lives and thinking about their future.

Setting the groundwork:

Regardless of societal, political, cultural, or personal differences, fostering a sense of respect for others has been a catalyst for campaigns in public and private education. Anti-bullying, anti-drugs, and character education programs have been enacted throughout the country. The IDEAS for College and Career Readiness Planning program supports a school's socio-emotional development goals.

This "Welcome" page would be best presented to students as if it were a lens into their state of mind. In other words, students should be encouraged to respond in a way that highlights the present -- where they are in life -- and what factors are occupying their thoughts at this time in their academic and personal life.

Ask students to turn to the opening *Welcome page* and ask them to spend a moment answering the following questions:

- Think about the activities and friends that affect your social life.
- Reflect on your home life.
- What is happening this week, this year?
- Out of all of these, what seems to be most important to you right now?

These questions should prompt students to produce an elaborated answer on this page.

Extend the life of this activity as a future reflection piece – for them to revisit and reflect upon -- after they complete the workshops, or even after high school and beyond.

Welcome Discussion - New Students:

If there are students present that are new to the school, city, state, or even country, acknowledge and welcome them. Consider this opportunity to do a quick one-minute interview in pairs, asking the following questions:

- What is your name?
- Where are you from?
- What is something you should know about this school?

This is not an expansive activity, but it gives students a chance to meet new peers.

Engage Students Through Discussions

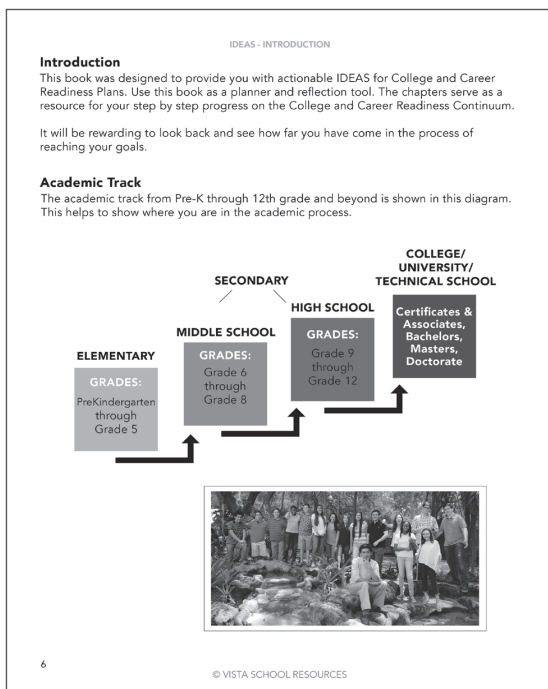
INTRODUCTION (continued)

The academic track from Pre-K through 12th grades are diagramed below. For some students, reviewing the steps through school levels with this chart will give perspective as to where they are in their academic careers and where they will go next. It will also introduce new terminology for degree names.

Discussion Goal: Understand that like life, schooling is a process. School allows us time to mature and gain the knowledge and skills necessary to be independent and productive members of our society. *Share with students:* Discussions in this class will give you the opportunity to practice the skill of sharing what you think, and defend your position. This will help you later in school and in life!

Part of the underlying aim from using the student pages as a springboard for discussion lies in the research work of purposeful talk/discussion in a classroom. In *Comprehension Through Conversation*, Maria Nichols emphasizes fostering the development of conversation that leads to bonding and building community and is important for comprehension and building respect among peers. A sense of community in the classroom also is important for the well-being of students and their "belief in being successful learners" (Nichols, 20). In this discussion with the simple recognition of "where they are in their schooling" there are deeper implications that can be paved for a class that is developing as a learning community.

If we understand that what we go through is a part of the human experience in our culture/society—the process of living in it; there will always be an experience gained and a perspective about how school gives us the time to grow and skills necessary to create our own paths and be productive participants in our society.



Group Share:

- What is the purpose of school? (Possible answers: Have to/ it's the law; Development of children to adults; To be able to finish and get a job; To be able to go to college; Have to go to school since can't work yet; To Learn about history, science, how to read, write and do math...etc.)
- Why is school important? (Possible answers: To be able to get a better job, to pick a job or career) Understand that what we go through in school is a part of the human experience in our culture/society.

The case can be made as to how school is a necessity for providing the opportunity to grow in a safe environment, learn from our mistakes, and learn new things to help us be successful.



Group Share continued:

- You build up your experiences to get you where you need to be in the future. How do you react to situations that challenge you? Are you doing things so you can succeed? What should you do?
- How do you make more of yourself – how do you bring out the best? Do you get out of what you don't need? Do you select the right things for your brains/bodies with your knowledge/nutrition?

For middle school students, it is important to acknowledge that they are in Secondary School now, and that what they do in middle school counts for their future academic tracks.

For high school students, the diagram can demonstrate that they need to take actions now that will impact their career choices in the not too distant future.



Talk About It: Advise students that they should be getting ready for each next step in their level of schooling and for post-graduation when they can go on to study their careers. Share with students that they can attend colleges, universities, or trade schools in order to pursue a career, that when employed, will help them support themselves and help them realize their life goals.

CONSIDERING ACADEMIC AND VALUE STATEMENTS - AN ANTICIPATION GUIDE DISCUSSION

This is an opportunity to give students some exposure to the topics that will be addressed in this book and to listen to their peers' opinions. An Anticipation Guide is designed to pique students' interests about an upcoming reading and can serve to provide a personal response to topics that will later be addressed. Not only do they connect their own perspectives about the topic, but also they may become curious about it.

Read each statement together or ask them to respond individually, unless there are language barriers that a pair/share combination of pupils would benefit from. Ask students to check off whether they agree or disagree with each Academic and Value Statement. After giving the students a few minutes to answer, take a poll for each answer by asking them to raise their hands and invite volunteers to explain their choices. Accommodations: Read each one aloud and clarify the intention of each statement. Check any vocabulary needed to be explained for English language learners.

See possible discussion points from the Anticipation Guide on the following page.

*Build Comprehension
With Peers*

SESSION 1 - INTRODUCTION/WELCOME

IDEAS - INTRODUCTION

Considering Academic and Value Statements

These Academic and Value Statements present a perspective about the topics in this book. As you respond whether you agree or disagree with them, think about the rationale for your answer. As you proceed to read through this book, check back here to see if your answer to these statements is confirmed, or if you have reconsidered your responses based on what you've learned.

Check off whether you agree or disagree with each statement shown.

	AGREE	DISAGREE	ACADEMIC & VALUE STATEMENTS
1			It is not that important to really think about college or a career until the end of high school.
2			It is up to me alone to get myself into college after I graduate from high school.
3			It is to my advantage to have an idea of what I would like to study after high school.
4			I know what I want to have as a career when I finish school.
5			As long as I do the minimum community service hours, it doesn't matter if I do more.
6			I know about the college entrance exams and there is no way to get ready for them.
7			I know about the costs of college and have a financial plan to pay for college.
8			Success in life has different meanings to different people.
9			I believe I have the ability to succeed if I try hard enough.
10			I already know that I'm going to college.
11			I have good study habits.
12			Anyone in America can be successful.

Here are some possible points brought up by some students in discussions:

1. You can pick classes and electives that may have an effect on your college career.
2. There are some things that can be done online. Counselors can help.
3. Electives can be chosen towards career options.
4. I'm not sure what I want to do.
5. It depends on how much time I have to be involved.
6. There are classes to take online for college entrance exam prep I've heard of. I think bookstores sell books that help prepare for college.
7. I don't know how I'm going to pay for college.
8. If it's a job it has to provide enough money to live and raise a family. In life, it means to affect another person in a positive way. If you are bored, no matter what it's not good.
9. I think I can do what I work hard on.
10. I'm pretty sure I'm going to college. Sometimes I think that taking a break after graduation is not a bad idea. Maybe not everyone is meant to go to college.
11. I have pretty good study habits. I could improve because I have a hard time in math. I am learning English.
12. Yes, anyone can be successful in America because we have the chance to go beyond what our parents did. In America, it can depend on your environment because if the people around you aren't very successful, you can get stuck.

**English Language Support****Activity: Vocabulary Scaffold**

- Explain what a thesis statement is by saying: "Every paper you write should have a clear point, a main idea, or central message. The argument(s) you make in your paper should reflect this main idea. The sentence that captures your position on this main idea is called a thesis statement."
- Refer students to this website to find tips on how to write a thesis statement.
 - <http://www.cws.illinois.edu/workshop/writers/tips/thesis/>

Pre and Post
Readiness Survey

COLLEGE AND CAREER READINESS CONTINUUM - student book page 8

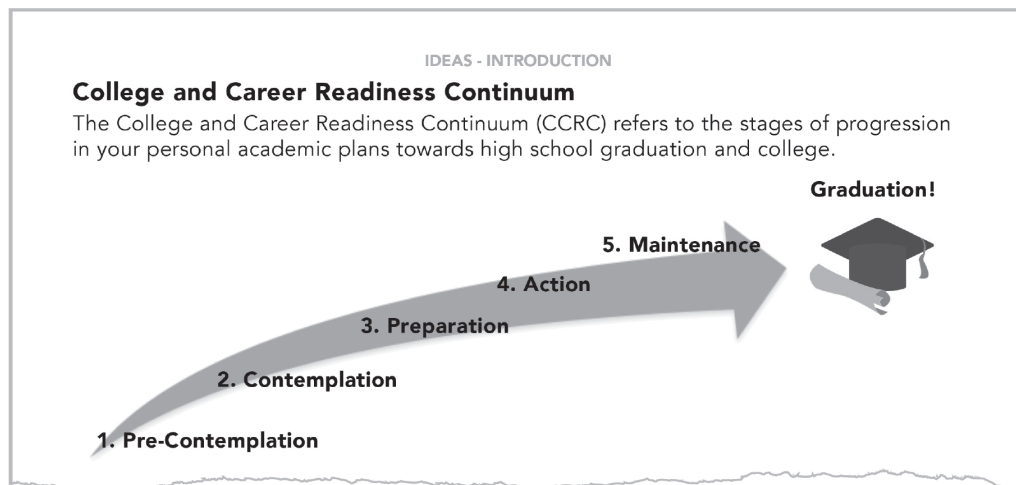
"The challenge is not simply to get students into postsecondary programs. . . . It is to prepare them to succeed . . . not simply to complete high school."

—David Conley, *College and Career Ready: Helping All Students Succeed Beyond High School* (2010, p. 14)

This unique College and Career Readiness Continuum (CCRC) provides a backdrop for students' self-directed analysis as to where they are in the process of planning for their higher education options.

From pre-contemplation, contemplation, preparation, action and maintenance, all the way to graduation, it's important for students to have an awareness of where they are in this continuum because they may not quite understand that planning is important. It will make it easier for them to set up short and long-term goals, and prepare for the next level of their academic careers.

Begin by encouraging students to self-identify where they are on the continuum.



Student Book Page 8

The inside back cover of the student book shows the detailed CCRC and the expectations at each step. (See Appendix A) Review this with students so that they are clear about each step.

EXCERPTS FROM THE FACILITATOR GUIDE

SESSION 1 - INTRODUCTION/WELCOME

Easy-to-Follow
Lesson Format

The student book displays a graphic of the continuum and a checklist so that students can mark which statements apply to their thoughts and/or actions in their process of preparing for graduation and college. Share with students that the largest number (4 and 5) they can check off on the list of questions correlates directly with where they are on the Stages of the College Preparedness Continuum.

By completing this program, not only will students self-assess their college preparedness, but they will also reach the end of completion, or graduation, with a plan for their post-secondary education. With the external supports and actions that have been put in motion with this program, students will be able to overcome challenges, self-doubt, or lack of understanding of prerequisites for high school graduation or college admissions, and in turn, reach their goals.

Discussion of Continuum after self-evaluation:

Segue with the idea that the time leading to graduation includes the plans for students' lives after graduation. See inside back cover of student book for the correlation of the continuum stages. Some of the tasks and suggestions on the CCRC (College and Career Readiness Continuum) will be specific to actions relating to college and others will be activities that should make high school a better experience for them.



Writing After the discussion, read the Reflection prompt on page 9 of student IDEAS book. Ask students to spend 3-5 minutes thinking and writing their answers. Clarify that it is a two-part question.



Talk About It Have them share their response with a peer in the class for about 1-3 minutes and then invite the group to volunteer their answers as a group discussion.



Group Share In a workshop setting, if time allows, document and digest what student responses are, so they can notice how similar or different their peers thinking is from their own. On a chart, have them share out and document as bulleted points the "definition of success". Separate life and career success objectives. On the following page see examples of possible answers given by actual high school students.

EXCERPTS FROM THE FACILITATOR GUIDE

SESSION 2 - INSPIRATION FOR CAREERS



Talk About It Review clubs; ask if anyone currently is in any of them. Ask students to share what they like about clubs they currently participate in.

- How did they join?
- What do they do in their clubs?

Ask for volunteers to share information about current clubs they or their friends participate in.

- Art Club
- Baseball
- Basketball
- Bowling Club
- Cheerleading
- Chess Club
- Computer Tech Club
- Football
- French Club
- Future Business Leaders of America
- Future Scientists Club
- Golf
- History Club
- Honor Society
- Marching Band
- Math Club
- Photography Club
- Pre-Law Club
- Pre-Med Club
- Rock Band
- Soccer
- Spanish Club
- Student Government Association
- Student Newspaper
- Swimming
- Volleyball
- Wrestling
- Weight Lifting

© VISTA SCHOOL RESOURCES 11

Student Book Page 11

Student Page 11: Read it together or have volunteer readers, and have students complete the response prompt.

Ask students:

- Are any of the listed clubs or that you know of interesting to you? Why?

Tell students:

Fill out your list! Your task for the next time is to explore the clubs that interest you on campus and find out what it takes to join.

Have students answer the question about the clubs that interest them in their IDEAS Handbook on page 12. Add the dates the club meets.

IDEAS - INSPIRATION

You can even create a new Club! A group of students with common interests can form a club. This requires administrative approval to be sponsored by a faculty member or advisor.

Exploring clubs currently available, or expanding the options of clubs can be a satisfying experience. You may realize what interests you most and this may help you to focus on a future career path!

Student Book Page 12

Increase Student Involvement and Self-Agency

EXCERPTS FROM THE FACILITATOR GUIDE

SESSION 2 - INSPIRATION FOR CAREERS

Real World Connections
Woven Throughout

assessments can help you think about what careers are available for you. There are also programs available at your school like Naviance (www.naviance.com), that help you explore your interests and strengths. Besides the research you do and the powerful online tools, what else is there in our lives that may help us choose a future career?

Student Book Page 13

Ask students:

What else is there in your lives that may help you choose a future job?

Tell students:

Noticing things and people around you is important to understand how the world works.

The next section in the student book offers an example of how many different careers are needed to build and maintain a school building.

CONNECTING TO THE WORLD AROUND YOU



Talk About It- Real World Connection Where we live, work and play.

Either as a group or in pairs, have students read *Connecting to the World Around You*. Have them explain the main idea on pages 13 and 14 of their student book in one or two sentences as a team. Ask for volunteers to share their summary.

Connecting to the world around you and observing others' jobs may lead you to your career! Exploring careers in our society can be a great inspiration. Think about your interactions with teachers, community helpers, family members, and everyone you have contact with. Is there someone in your life that you admire for their happiness and/or success? Is there a subject in school that you really enjoy learning about? Have you thought about all of the different job types needed to do everything in your city to work efficiently? There are things all around us that may influence our future plans!

A model inspiration to see how many and what careers are involved in our society is to observe what it takes to build a structure. The building you are in right now took a multitude of careers to make it happen. Contracts had to be written by lawyers and realtors to purchase the land. The money to buy and build was lent by a bank through a loan officer. Architects and engineers designed the structure. Contractors managed the electricians, masons, plumbers, and other specialists who built it.

Student Book Page 13

Their summary might be similar to this: *There are many jobs that are needed in cities and many types of careers to help a city, government, and business, work efficiently. Noticing these needs may help open up possibilities that will be interesting to me for a future career.*

Remind students that if they don't recognize any of the careers listed on page 14, they can research them. Ask them how they might research that information.

Possible answer: media centers, online, people in that career (interviews)

EXCERPTS FROM THE FACILITATOR GUIDE

SESSION 2 - INSPIRATION FOR CAREERS

COMMUNITY SERVICE

Ask students in the group if they know what Community Service is. Community Service is as volunteering in some way to help the common good.

- *Did you know that you have to perform community service before graduating from high school?*
- *Do you know how you can accomplish graduation requirements?*
- *Any ideas where to begin volunteering?*

Read the first paragraph together on page 15 of the student book.

IDEAS - INSPIRATION

Community Service

Community Service means volunteering in some way to help the common good. Giving back to your community can be a rewarding experience and even help you see things that could possibly inspire your future career choices. Most schools have a minimum number of community service hours required for graduation. As a student volunteer (through service-oriented projects) you can accumulate your service hours. How much you partake in service activities is important and usually serves as a great personal growth experience.

Student Book Page 15



Talk About It Discuss what a well-rounded student means. Ask for volunteer answers. The definition of well-rounded student has evolved. Not only should a student be prepared academically, but also must participate in activities outside of the classroom. Clubs and sports are part of that. Volunteering and being active in the community is another part. Finding something that particularly interests a student so that he/she can really develop an interest or passion is better than just being “busy” with lots of things to do.

*Explain
Community Service
Reflect, Record, Reference*

EXCERPTS FROM THE FACILITATOR GUIDE

Nurtured Discussions
Provide Topic Depth
to Instill Over Time

SESSION 2 - INSPIRATION FOR CAREERS

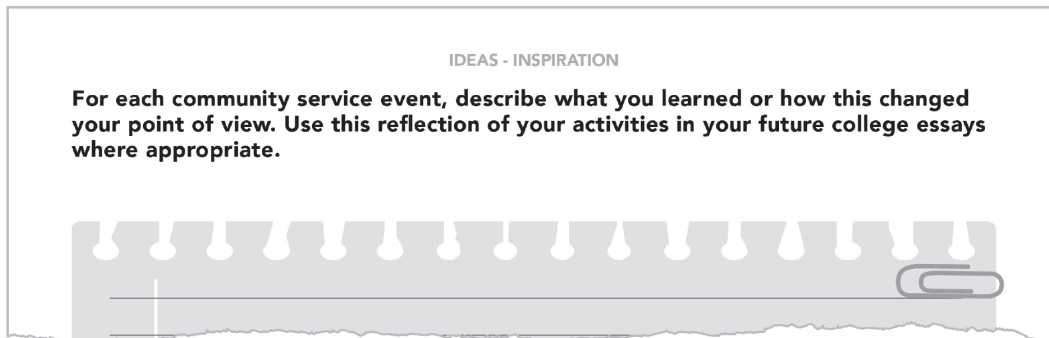
Ask students to respond to this question about the impact:

- If you do community service do you think about what type and how it affects others?
- What is the impact on the receiver of this service?
- How might this make you feel?

Model a reflection based on personal or discussed experience. Here are some possible suggested responses:

- *I didn't know that serving others who had less than I would make me feel so good and I want to do that again.*
- *I connected with someone who is very different from me, and I saw that I helped, and it made me feel that I have something good to give others.*
- *It's nice to see a clean park – maybe people will be less likely to throw garbage on the ground if they see a clean area.*

Is there something else that can be done to further this cause? This may be an excellent way to find a passion and make a difference!



Student Book Page 17

EXTENSION ACTIVITY

Projecting Positive Impact


On the following reproducible page, students will have the opportunity to project and predict the effects of how community service can add value to the community.

Along with specific effects of giving service there are also benefits to the giver that they may not initially realize. Giving back can support personal growth, they may gain field experience in a profession, and they can also learn about their community.

CAREER PATHS

Share with students:

Career inspiration comes from many places. You have looked at clubs to gather insight and experience in your interests. You have begun to notice the world around you and the many jobs needed to build buildings and run a society. You have thought about or experienced careers you are needed and the impact you can have on others. Here is a list of careers to start thinking about. You can also research more about them.

 **Talk About It** Have students go down the list with their peer partners and put a mark next to a career they don't know about and have them look up the definition or description.

 **Group Share** Have students volunteer two or three new careers they learned about.

IDEAS - INSPIRATION

Career Paths

Here are some examples of careers to possibly explore and the list is expanding every day:

Accountant Actor Advertising Professional Air Force Officer	Electrical Engineer Engineer Environmental Scientist Farmer	Oceanographer Ophthalmologist Pediatrician Pharmacist
--	--	--

Student Book Page 18

EXTENSION ACTIVITY

Career Paths: Categorize Jobs in Career Clusters

On page 35 of the Facilitator Guide, students will connect careers and their categories. This will help quantify and connect possible topics of interest and careers they may consider. There are 16 Career Clusters that have been validated through a national effort managed by Advance CTE (Advance Career and Technical Education).

See more information at:

- www.careertech.org

The ACTE defines a Career Cluster as a grouping of occupations and broad industries based on commonalities. The association also clarifies that the expectations at the Career Cluster level represent the skills and knowledge, both academic and technical, that all students within the Career Cluster should achieve regardless of their pathway. They also note that expectations at the pathway level represent the skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within a pathway— ranging from entry level to management, including technical and professional career specialties.

The 16 Career Clusters and 79 Career Pathways are on the following pages for reference and can be downloaded from www.careertech.org/career-clusters. This may help students as they categorize numerous career names in the extension activity.

EXCERPTS FROM THE FACILITATOR GUIDE

Students Understand
Options and Expectations

SESSION 4 - EXPECTATIONS FOR SCHOOL

...in students and clarify the definition of a reach, match, or safe school. Have ... of the possible safe and match schools near them from page 25 of their book or ... on page 28. They may also research schools near them or in another area. Have ... research activity page 53 from this guide to help categorize their list on student ... e 28.

IDEAS - EXPECTATIONS

Research which schools have majors in areas that interest you. Analyze which schools you might be the best candidate for. Then select those you wish to apply to, considering their requisites and your qualifications. Here are the ways you can categorize them to indicate your likelihood of acceptance: A reach, match, or safe school.

A reach school is a school that perhaps you wish to attend but being accepted is more challenging.

A match school is where your academic and test qualifications seem to fit their requirements.

A safe school is where your qualifications exceed what is expected for the entering freshman* class.

**Note: Just like in high school, college years are also described as Freshman, Sophomore, Junior, and Senior years.*

Student Book Page 28

Model how to classify a reach, match and safe school. Ask for a school name and go through the process of checking what it needs to be a reach, match or safe school. Reference the research previously done on the schools or model researching on the school website to get the needed specifications. Students can also try searching on this site:

- <http://www.usnews.com/best-colleges>

List of 10 possible colleges I would like to apply to:

NAME OF INSTITUTION OF HIGHER EDUCATION:	REACH MATCH OR SAFE SCHOOL

Student Book Page 28

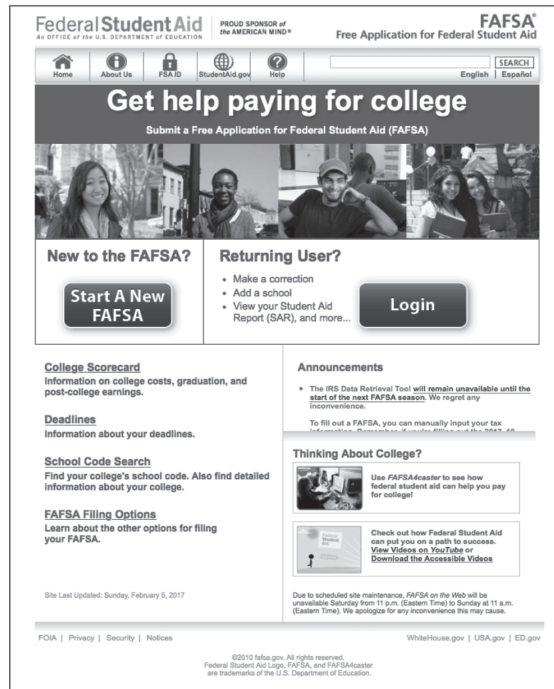
LEARNING MORE ABOUT FINANCE AND ACTION PLANS

This next section adds more insight to student book journal entries and plans. Junior level students will especially need to access this information required for needs-assessment for college. The information here includes tips from completing the FAFSA to researching how students can learn more about the costs of college and how to find resources to cover expenses.

Students need to check the deadlines for the Free Application for Student Aid (FAFSA).

◦ <https://fafsa.gov>

Students Learn About Financial Options/Opportunities



All students interested in financial aid for college need to complete the FAFSA application. Students may need extra assistance in completing the requisites such as FAFSA. Remind students that the school is there to help!

EXTENSION ACTIVITY

Ways to Pay for College - Research



Writing and Research Have students define the types of resources available to pay for college on the reproducible page that follows (pg 71) or in their own book or their own paper. Encourage them to enroll at suggested scholarship assistance websites. Make sure they have a professional email address with their full name. This assignment can be done in or out of class, wherever they will have the most access to information.

EXTENSION ACTIVITY

Evidence-Based Essay: "Is Tutoring Worth It?"



Have students research merit scholarships as well as the types of financial aid scholarships available from the schools they are interested in or listed on page 28. Have them write an essay on whether **tutoring for the college ACT/SAT is worth the potential scholarship money**. See student reproducible on page 71 for organizing supporting points of essay as well as other exploratory research.

AL GLOSSARY OF CONCEPTS PAGES

list the major concepts and their definitions and have been translated into two languages: Spanish and Hatian Creole.

are the concepts addressed:

- Career Paths
- College Application Process
- College Readiness Plan
- Community Service
- Middle/High School Clubs
- Personal Support Team

IDEAS - GLOSSARY OF CONCEPTS

Glossary of Concepts

These glossary concepts further define aspects of College and Career Readiness planning.

Career Paths- The Possibilities (Pg 18): Different career paths require different types of education plans after high school. There are different types of colleges, located in different areas—some closer and some further from where live. There are Technical Schools, Community Colleges, Colleges, and Universities.

Trayectorias profesionales- Las Posibilidades (18): Las diferentes trayectorias profesionales requieren diferentes tipos de planes educativos posteriores a la escuela secundaria. Existen diferentes tipos de escuelas de formación profesional, ubicadas en diferentes zonas, algunas más cercanas y otras más alejadas de nuestra área. Hay escuelas técnicas, colegios comunitarios (colegios terciarios), y universidades.

Chemen Karyè yo- Posibilite yo (18): Diferan chemen karyè yo mande diferan tip de plan edikasyon yo apre fen detid segondè. Genyen diferan tip de kolèj, nan zòn ki diferan- genyen ki pi prè e genyen ki pi lwen kote w ap viv la. Genyen lekòl teknik, kolèj komi-notè, kolèj, ak inivèsite.

College Application Process (Pg 34): There is a process involved to apply, take a test for, and summarize all of your accomplishments to present the best possible application. There is an Entrance Exam, Essays to write for the Colleges, a fee to apply, and its best to summarize your qualifications in a resume. There are also deadlines to comply with in the process.

Student Book Page 58



KEY PROGRAM OUTCOMES FOR STUDENTS:

- Exposure to the academic expectations and options at the secondary level
- Empowerment with the process of setting goals and expectations
- Clarification of high school requisites
- Activation of needed processes to prepare for career and college options
- Exercises in social emotional learning
- Practice in English language and academic cultural awareness
- Recognition of strengths and challenges, and available resources
- Documentation of achievements in personal student book/journal
- Correlation with online resources
- Proceed on personal College and Career Readiness Continuum



Implementation Options		
Minimum required time to roll out the program: 10 hours		
With extension activities can extend to 40 hours		
Implementation Type	Time Allotted	Each Session Duration
Curriculum supplement	Flexible: quarter-year	1 hour
Curriculum supplement	Flexible: semester-year	Half hour
After school	20-40 weeks	Flexible daily
Summer school	2-4 weeks	1-2 hours daily

IDEAS FOR COLLEGE & CAREER READINESS PLANS

Instill IDEAS for College & Career Readiness Plans Over Time

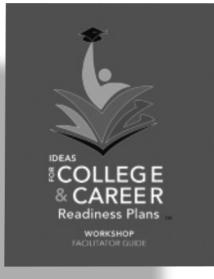
PROGRAM INCLUDES:



Student Book

Each student receives their own resource/journal for reference and progress throughout high school and the graduation process.

- 6 Chapters represent each of 6 sessions
- Multilingual Concept Glossary
- Notes pages
- Journal and reflection features
- Student entry pages for interactive lessons



Comprehensive Facilitator Guide

- Turn-key lessons
- Reproducible student activities
- Prompts and models for feedback
- Rubrics and activity keys
- Background for topics, extensions, and English language learning strategies
- Visual aids/ePosters are editable PPT's for classroom visuals

IDEAS for College & Career Readiness Plans	Item #	List Price*	School Price*
Classroom Set 25 student book set includes facilitator pack (Workshop lessons, teacher copy of student book, visual aids/PPT's)	IVS025P	\$625	\$479
Classroom set of student books in Spanish 25 student book set	IVS025EP	\$625	\$479
Additional facilitator packs	IVS001FP	\$99	\$75

* Shipping and Handling 10%

