

Module 9



Duration: 55 minutes

Charting Your Course

This module is designed to help students make a connection between interests and education planning. More specifically, it focuses on the selection of high school courses and on the type and level of postsecondary education available.

Objectives

At the end of this module, students will be able to:

- State the education requirements for entry into occupations of their highest preference.
- Select an education path that they plan to follow after high school.
- Select high school courses that will best prepare them for their occupational and education choices.

Module 9: Overview

Components

- **Introduction and Mini-Lecture: Options for Postsecondary Education**
15 minutes
- **Sample High School Plans**
30 minutes
- **Activity 21: Creating a Roadmap**
10 minutes

Facilitator Preparation

- Read the lesson plan and resource material.
- If possible, modify the part of the lesson plan and related PowerPoint slides that deal with selection of high school subjects to fit the local environment.
- Obtain some sample education plans from high schools to which middle school students may transition or from the high school where you are teaching this curriculum.
- Duplicate materials for [Handout 8: Create a High School Plan of Study in Navigator](#) and [Activity 21: Creating a Roadmap](#).
- Make arrangements to show the PowerPoint presentation. This presentation can be accessed online from the ADMS.

Note

This lesson plan could easily take two class sessions. If students have two sessions, they will have time to use the features of Navigator in depth rather than simply being introduced to them.

Homework Assignment

Have students take [Activity 21: Creating a Roadmap](#) home and discuss it with their parents.

See how they react to the student's choice of occupations, tentative high school plan, and thoughts for education after high school.

Module 9: Overview

National Career Development Guidelines Addressed

- Indicator CM1.K3: Identify your short-term and long-term career goals.
- Indicator ED1.K1: Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- Indicator ED1.K7: Recognize that your educational achievement and performance can lead to many workplace options.
- Indicator ED2.R6: Evaluate how participation in specific education/training programs affects your ability to function effectively in a diverse and changing economy.
- Indicator ED1.A1: Demonstrate educational achievement and performance levels needed to attain your personal career goals.
- Indicator ED1.A5: Show that you have a plan to improve educational achievement and performance.
- Indicator CM1.A2: Develop a career plan to meet your career goals.

ASCA Mindsets & Behaviors for Student Success Addressed

- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
- B-LS 5. Apply media and technology skills.
- B-LS 7. Identify long- and short-term academic, career and social/emotional goals.
- B-LS 8. Actively engage in challenging coursework.
- B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards.

Module 9: Lesson Plan

Note: If you have time in a computer lab, the material provided here about the five different options after high school can be viewed interactively under **Plan for Education** and then the menu option **Options After High School** within Navigator. In that section, the user's results from the Kuder Career Interests Assessment are used to suggest occupations that the user could enter at the end of each of the five educational paths. Schools and other resources related to these postsecondary options and specific to your state are also displayed in this section. Use of this specific part of Navigator will likely require 15 to 25 minutes.



SLIDES 9-1 TO 9-4

Introduction and Mini-Lecture: Options for Postsecondary Education

(15 minutes)

By now you have selected at least three occupations that interest you most. In this lesson, we will learn about the various ways to get training after high school. For some occupations, such as accountant, the only path of entry is by completing four years of college. For others, such as computer programmer, you might get training through a vocational-technical school, a community college, a four-year college, or the military. Since different paths of training have very different costs and provide very different experiences, it is important that you and your parents understand the options.

Apprenticeship

*Let's start with an **apprenticeship** as a method of getting training.*

- **Who can tell me what an apprenticeship is?**
An apprenticeship is the specific combination of classroom instruction and on-the-job work experience.
- **For what kinds of occupations can you be trained through an apprenticeship?**
Electrician, carpenter, printer, floral arranger, optician, and many more.
- **Do you have to pay for the training?**
No, the union representing the occupation for which you are training usually pays for the classroom instruction. An apprentice is paid about half salary at the beginning of training, and this increases with experience to 85 to 90 percent of the salary of a skilled craftsperson.

There are hundreds of occupations in the United States that can be entered through an apprenticeship. Apprenticeships vary in length depending upon the requirements of the occupation for which you are being trained – from one to four years (2,000-8,000 hours). No one state offers all of these, but you can find where apprenticeship/trainee jobs are

offered in your area by going to www.dol.gov/apprenticeship and clicking on the FIND OPPORTUNITIES field. The advantages of an apprenticeship include receiving a salary while in training, and being able to combine formal classroom learning with on-the-job experience. It is easier to get into an apprenticeship if you know an employer who hires apprentices or a person in the occupation of your choice who may help you get in.

Private Vocational-Technical Schools

A second method of getting training for some occupations is through **private vocational-technical schools**. These are schools that provide training for specific occupations. Some are accredited; some are not. Although the training may be excellent, their prices are typically higher than those at the local community college. Therefore, you may want to check out your local community college to see if similar training is offered. Also check private vocational/technical schools on the website of the Accrediting Commission of Career Schools and Colleges at www.accsc.org (under the section called Directory). This directory lists only schools that are accredited by this organization, which sets high standards for its schools.

These schools may offer an associate degree or a certificate indicating you have completed a course of training for a specific occupational field.

Local Community College

A third option for postsecondary education is the **local community college**. Community colleges offer two general kinds of programs: career-related programs and transfer programs. The first category of majors trains students who plan to complete only two years of college for specific occupations, such as dental assistant, auto body repairer, computer programmer, or child care worker. Upon completion, you would receive an associate degree, usually called an A.S. (Associate of Science).

The second type of program offers the same kinds of courses that you would take in a four-year college in the first two years. You would receive an associate degree, usually called an A.A. (Associate of Arts). Following that, you could transfer to a four-year college as a junior. The advantages of attending a community college are as follows:

- Low cost, because it is tax-supported.
- Opportunity to stay at home.
- Opportunity to improve your grade point average (GPA), if you need to, and then enter a four-year college after a year or more. In this case, your community college GPA would determine whether you could enter the four-year college, not your high school GPA and college entrance test scores.

You can learn about community colleges, including those in your state, by accessing www.utexas.edu/world/comcol/state or www.community-college.org.

Four-Year College

Based on national figures, about half of you will go to a **four-year college**, but unfortunately, half of you who attend will drop out prior to completion. There are more than 2,000 of these postsecondary institutions in the United States, and they come in all sizes and levels of quality. Each has its own unique personality, and there is a college for everyone. Some of the categories of four-year schools are as follows:

- **Liberal Arts Colleges** specialize in providing a broad range of courses to all students in the humanities – art, music, history, languages, literature, etc. – and sciences in order to provide a broad base of knowledge. There is less emphasis in these schools than in those in categories below on specializing in a specific vocational area. These schools typically offer a bachelor's degree (B.S. or B.A.) and perhaps a master's degree.
- **Universities** have many different schools within a larger unit. Each school provides training for specific occupational fields. Students are encouraged to specialize in one of these. These schools typically offer bachelor's degrees, master's degrees, and doctoral or other kinds of advanced degrees.
- **Technical Institutes** specialize in specific technical fields, such as engineering, computer science, or mathematics. They offer the opportunity for students to specialize in such fields with less emphasis on the humanities. They typically offer bachelor's degrees and master's degrees.

You will have an opportunity to begin your exploration of all of these kinds of schools in Navigator.

Military Service

One method of getting education beyond high school – one that most students do not think about – is military service. The various branches of the military offer training for approximately 200 civilian occupations that have military counterparts. A person who volunteers to enter military service may select an area of training, though entry is dependent upon whether that branch of the service needs recruits in that specific field at the time, and whether the volunteer's scores on the Armed Services Vocational Aptitude Battery (ASVAB) are high enough to qualify her or him for that field.

Not only does the military provide training and work experience while individuals are in the service, but it also offers an extensive benefits plan that allows individuals to pursue

all kinds of additional training and education at the government's expense after leaving the military. You can learn all about military occupations and the opportunities provided by the various branches of the military by using Navigator or by going to www.todaysmilitary.com and clicking on the Working tab.

Sample High School Plans

(30 minutes)



SLIDES 9-5 TO 9-26

Both before and during high school, you will find it necessary to select or modify your selection of courses for all four years. Creating this four-year **education plan** may seem like a difficult task, but you can make it an easier one by thinking about two things:

- The occupational pathways and clusters of your highest interest on the Kuder Career Interests Assessment report.
- The levels or types of education required by the list of occupations you are considering from your work in Module 8.

As you select your high school courses, you will want to think about three types of courses:

- Those required for graduation from high school.
- Those required, or highly desirable, for the type of future education you plan (that is, requirements for entering a vocational-technical school or four-year college).
- Those that will give you a good background for the specific pathway or cluster you are considering; such courses will either confirm your interest in this pathway or cluster or cause you to reconsider it.

Using Navigator to Create High School Plans

Navigator suggests four-year high school plans (course selections) related to each of the clusters. It also provides a blank template that you can use to work with your counselor and parent(s) to plan your high school course selections. (If your school district has customized Navigator by entering its own four-year template and course list, explain that here.) I am going to show you where these items are on the site and then give you instructions about how to do that yourself.



HANDOUT 8

Demonstrate the capabilities, using the instructions on the following page, included on [Handout 8: Create a High School Plan of Study in Navigator](#). Navigator also allows site administrators to upload school-, district-, or state-specific course plans through the ADMS. If you or another administrator has done that, refer to your customized templates.

Now, please follow these instructions:

- Sign on to Navigator by selecting **I already have an account** and entering the same username and password you created when you first signed on.
- To develop an education plan, click on **My Ed Plans** from the My Portfolio Items section. Then, click **Add a New Plan**. You can also view and edit existing plans and submit them for approval under the Actions column.
- Complete the required fields, then click **Create Plan**.
- If you wish, review the results of your assessments or favorite occupations by choosing **My Assessments** and **My Favorites** in the navigation menu.
- When you are ready to continue, go to the grade level for which you are selecting courses. Add courses under the various categories by clicking on the plus (+) sign in the **Class Name** column. You can preview your plan at any time by clicking **Preview**.
- Repeat this process for as many years of your education plan as you are completing. Be sure to click **Save** often.
- When you have completed your ed plan by selecting all of the courses needed (for at least your next year in school), click on **Submit for Approval**. This action means that you are ready to ask someone at your school and your parent(s) to approve this plan.
- You can check whether your plan has been approved by someone at your school or your parent(s) by checking the Status column within **My Ed Plans**.



ACTIVITY

Activity 21: Creating a Roadmap

(10 minutes)

Please complete Activity 21: Creating a Roadmap now. If you have any questions as you complete it, please ask them. The sample high school plans that we have just reviewed will be helpful in completing it.



SLIDE 9-27

Homework Assignment

Talk with your parent(s) and counselor about the education plan that you completed. If you completed this plan in print form, upload it to the My Documents section in Navigator. Both your parents and your counselor can view it from there.

Talk with your parent(s) and counselor about Activity 21. See how they react to your choice of occupations, tentative high school plan, and thoughts for education after high school.

Module 9: Resource Material

This module helps students make informed choices about courses for their high school years and about postsecondary options. By this time in the curriculum, students should have selected at least three occupations in which they are seriously interested. The next step is to acquaint them with the types of education available after high school.

Many students and parents do not understand the various paths of postsecondary education. The following descriptions provide a summary that may help you in preparation for the mini-lecture on this topic.

Apprenticeship

An apprenticeship is a combination of on-the-job experience and classroom instruction that prepares individuals for specific occupations. There are approximately 600 occupations for which training can be acquired through apprenticeship. Examples of such occupations are carpenter, electrician, plumber, optician, and welder. No one state offers apprenticeships in all of these, since availability relates to job demand in a specific state as well as the willingness of labor unions and employers to collaborate and make training available.

The number of classroom clock hours is typically 144 per year. Labor unions usually sponsor this training through community colleges or self-study courses. It is free of charge to accepted applicants. The amount of on-the-job training varies widely from a possible low of one year (2,000 hours) to a high of four years (8,000 hours). On-the-job supervision and instruction are provided in the workplace by skilled craftspeople in the trade. An apprentice begins work at approximately half the salary of a skilled craftsperson; salary is increased as training progresses up to 85 to 90 percent of the salary of a skilled person.

In order to get more information about the apprenticeships available in your region, contact the state apprenticeship office. General information about apprenticeships and apprenticeships in your area can be found at www.doleta.gov/oa.

Vocational-Technical Schools (Private and Public)

These are schools that provide training for specific occupations, such as computer maintenance, computer science, cosmetology, and aviation. The length of training may vary from a few weeks to two or more years. These schools typically award a certificate of completion or grant certification, and some offer an associate degree upon completion. There is a wide range in the quality of their programs. We suggest that parents and students do the following when considering application for entry into a vocational-technical school:

- Check to see where the program is available in your area, including the local community college. Determine how the programs compare in cost, length, and quality.
- Find out if the school you are considering is accredited by the Accrediting Commission of Career Schools and Colleges by looking in the directory at their website (www.accsc.org).
- Ask a school representative for the names and phone numbers of three students who have attended the school. Follow through and talk with these students about their experience at the school and their success in getting a job afterward in the occupational field in which they were trained.
- Determine if the representative you are talking to is working on a commission, and if so, be particularly careful about being pressured to make a decision about the school quickly.

Two-Year and Community Colleges

There are private, two-year colleges that award an associate degree upon completion. On the whole, however, two-year colleges are publicly supported community colleges. These offer transfer programs and career-related programs. Students in a transfer program are planning to transition to a four-year institution and complete a bachelor's (baccalaureate) degree. Students should check to be sure that the four-year institution of their choice accepts the transfer credits. Those in a career-related program do not plan to transfer and are focusing on getting preparation for a specific occupational field. They may be pursuing an associate degree (typically an Associate of Science or A.S.) or a certificate that documents completion of a sequence of coursework. Community colleges offer many advantages for some students:

- Since they are supported by taxes, the cost of the first two years of college can be low.
- For students who may not yet be ready to live away from home, they offer an opportunity to remain at home while attending the first two years of college.

- For students whose grades and/or college entrance test scores are not strong enough to enter a four-year college of their choice, one or two years at a community college can provide time to establish a better grade point average. They can then enter a four-year college as a transfer student without consideration of their high school record.
- They offer a broad array of targeted programs that prepare students for entry into specific occupations.

Four-Year Colleges

The more than 1,800 four-year colleges and universities in the United States can be broken into three subgroups: liberal arts colleges, universities, and technical institutes.

Liberal Arts Colleges offer a baccalaureate degree and perhaps a master's degree. By their requirements they assure that students have a broad exposure to the humanities (art, literature, music, history, foreign languages, etc.) as well as the sciences. Though students declare a major, they may have less in-depth coursework than they would have at a university.

Universities offer a baccalaureate degree and advanced degrees (master's and doctoral) in many areas. They have many schools, or colleges, within one university, each specializing in an occupationally related area. Though there are specific graduation requirements in the liberal arts, there is less emphasis on these than in the liberal arts colleges and more emphasis on a specific subject matter area. This may mean that students gain more in-depth background and more fully developed skills in subject areas represented by their major than in the liberal arts college. Universities are almost without exception larger than liberal arts colleges. This may mean that students receive less personal attention, are taught by graduate assistants in undergraduate level courses, and find it more difficult to feel like a part of the institution.

Technical Institutes specialize in specific technical fields, such as engineering, computer science, or mathematics. They offer the opportunity for students to specialize in such fields with less emphasis on the humanities. They typically offer bachelor's degrees and master's degrees.

Military Service

This option offers another avenue to postsecondary education and training. Its various branches offer training for approximately 200 military occupations for which there are civilian counterparts. Volunteers are accepted into training programs they select if the branch of the service to which they have applied has need for that specialty at that time, and the applicant's Armed Services Vocational Aptitude Battery (ASVAB) scores qualify

her or him for entry. Military service offers significant opportunities for some students in the following ways:

- Training for a civilian occupation is provided as well as work experience.
- Education will be funded for servicemen and women while they are in the military and for years following.
- For some students, the discipline and structure of military life is a positive developmental experience.

The selection of postsecondary education should, of course, relate directly to the occupations that students have selected as possible options. Because of the occupational research completed in Module 8, students should know the education entry levels and paths that they could pursue for the occupations of their choice. Encourage them to discuss these options with their parents.

Further, the occupational information collected should provide insight into the courses that would be most helpful during their high school years. These would be a combination of school graduation requirements, basic requirements for the next educational step (such as attending a four-year college), and courses that would either allow further exploration of the selected occupations or develop the needed background knowledge and skills. Encourage students to talk with their counselors in order to complete an optimal four-year plan. Also, encourage them to enter this plan into their e-Profiles so that they can keep it updated.



Handout 8:

Create a High School Plan of Study in Navigator

- Sign on to Navigator by selecting **I already have an account** and entering the same username and password you created when you first signed on.
- To develop an education plan, click on **My Ed Plans**, from the My Portfolio Items section. Then, click **Add a New Plan**. You can also view and edit existing plans and submit them for approval under the Actions column.
- Complete the required fields, then click **Create Plan**.
- If you wish, review the results of your assessments or favorite occupations by choosing **My Assessments** and **My Favorites** in the navigation menu.
- When you are ready to continue, go to the grade level for which you are selecting courses. Add courses under the various categories by clicking on the plus (+) sign in the **Class Name** column. You can preview your plan at any time by clicking **Preview**.
- Repeat this process for as many years of your education plan as you are completing. Be sure to click **Save** often.
- When you have completed your plan by selecting all of the courses needed (for at least your next year in school), go to the next screen and click on **Submit for Approval**. This action means that you are ready to ask someone at your school and your parent(s) to approve this plan.
- You can check whether your plan has been approved by someone at your school or your parent(s) by checking the Status column within **My Ed Plans**.

Name _____

Date _____



Activity 21: Creating a Roadmap

This sheet is a summary of the plans you may have developed as you took this course. Complete this sheet, and then discuss it with your counselor, your parents, and other important adults. You may look at it each semester and decide if you want to change it.

Occupational Clusters or Pathways of My Choice (results of the Kuder Career Interests Assessment)

#1 _____

#2 _____

Types of Education After High School I am Considering (vocational-technical school, military, apprenticeship, two-year college, or four-year college)

#1 _____

#2 _____

Occupations I am Seriously Considering

1. _____

2. _____

3. _____

4. _____

5. _____

High School Courses Planned (attach a copy of your completed education plan or list the courses you marked on the career plan of study template for any of the following years of high school)

Freshman Year

English _____

Junior Year

English _____

Sophomore Year

English _____

Senior Year

English _____
