* 1. **Coaching Students: Exploring Post-Secondary Options**

**Level 2 Professional Development**

Topic: Helping Students Explore Their Post-Secondary Options

**Prerequisite:** Level 1, Lessons 1-2 and Level 2, Lessons 1-2

**Audience:** All Staff

**Activity Goal**

Supporting Students

Help educators work with students on exploring their post-secondary options.

Background Knowledge for the Presenter

* The presenter should be able to define and discuss the definition and purpose of post-secondary options:
* College/University - A four-year college or university offers a bachelor's degree. Programs that offer these degrees are called "undergraduate" schools. A "university" is a group of schools for studies after secondary school. At least one of these schools is a college where students receive a bachelor's degree.
* Technical college - A technical college is a college where you can study arts and technical subjects, often as part of the qualifications and training required for a particular job.
* Apprenticeship – Combines on the job training and specialized classroom training under the supervision of s killed worker. You are a paid employee under an apprenticeship program.
* Trade School – Also called career schools or job training programs. While a traditional college may require you take classes in a variety of subjects, trade schools focus on training you for a specific skilled career.
* Military – As part of their military training, recruits acquire skills they need to be fully prepared for the beginning of their careers. Training opportunities include rigorous physical fitness, mental strength, knowledge of military history and tactics, and additional training specific to a career field.
* In order to successfully explore post-secondary options, an understanding of the local and national labor market information (LMI) is required. LMI includes data and statistics, such as characteristics of the job, educational/training requirements, employment statistics, occupational growth, wage projections, regional job statistics, job forecasts, industrial patterns and change, wages, and demographic characteristics. The value of LMI for the user is the provision of context, specifically data from the past, present, and foreseen future.
* There are two types of LMI reporters--state and national. The main reporting agency for both national and state statistics is the Bureau of Labor Statistics ([bls.gov](http://bls.gov/)). The Occupational Outlook Handbook ([bls.gov/ooh/)](http://bls.gov/ooh/) uses information from the Bureau of Labor Statistics. The State of Wisconsin’s Department of Workforce Development is the main reporting agency in Wisconsin ([dwd.wisconsin.gov](http://dwd.wisconsin.gov/)).
* For students to know their interests and values is necessary, but not sufficient. There are many occupations that have similar interests and values. Using LMI allows students to enrich their career exploration by offering additional aspects to consider. For instance, helping a student find an occupation by which they can make a living is important. Fixing typewriters is fun, but with the advent of personal computers the demand for such positions is minimal. Therefore, it is critical that students learn how to use labor market information to determine if their occupation of interest is marketable. As in the case of fixing typewriters, perhaps fixing typewriters is an excellent idea for a hobby or avocation, but making it a main source of income may create difficulty.

**Materials Needed**

* Handout – Post-Secondary Option Exploration Worksheet 2.4A
* Handout – Post-Secondary Option Technical College Worksheet 2.4B
* Handout – Post-Secondary Option Apprenticeship 2.4C
* Handout – Post-Secondary Military 2.4D

**Time Needed:** 75 minutes

**Procedures**

1. Have a discussion with participants using the information in bullet one of the background knowledge for presenter section of this lesson to determine their level of understanding of post-secondary options. Do they understand the multiple levels: college/university, technical college, apprenticeship, trade school, and military?
2. Provide information about labor market information using the information provided in bullets 2-4 of the background knowledge for presenter section.
3. Have participants complete the Post-Secondary Options Exploration Worksheet, Handout 2.4A and then depending on their results, either 2.4B, 2.4C, 2.4D.
4. Have participants discuss the exploration process.

Handout 2.4A

**Post-Secondary Options Exploration Worksheet**

1. Using national and state labor market information via the following link (<http://worknet.wisconsin.gov/worknet/homejs.aspx?menuselection=js)>, complete the chart below.
2. How would you advise each of these students based on LMI?

Vignette 1: Sarah is interested in computer programming and playing computer games. Last summer, she built her own computer and competed in robotics. She is interested in becoming an electrical engineer. Use occupation search under job seeker to explore the number of new jobs (projected), median pay, and number of people working as electrical engineer in various parts of the state.

Vignette 2: Tom enjoys belonging to his high school’s snowboard club and designing his own snowboards. He wants to own his own business one day designing snow boards, and live close to home in northern Wisconsin. Use occupation search under job seeker to explore the number of new jobs (projected), median pay, and number of people working as snowboard designer in various parts of the state.

|  |  |  |  |
| --- | --- | --- | --- |
| Occupation | Number of New Jobs (Projected) | Median Pay | Number of People Working in Occupation |
| Electrical Engineer |  |  |  |
| Snowboard Designer |  |  |  |

1. Using one of the occupations from the exercise above, complete the chart below, placing an X in the columns that apply. Tally up and add the total. Further explore the option with the most tallies, using worksheets #, #, or #.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **College/University** | **Technical College** | **Apprenticeship** | **Trade School** | **Military** |
| Training at this option is geographically convenient |  |  |  |  |  |
| This option allows me to get paid while in training |  |  |  |  |  |
| This training option has an application process |  |  |  |  |  |
| This training option is inexpensive |  |  |  |  |  |
| This training option has scholarship opportunities |  |  |  |  |  |
| I know a lot about this training option |  |  |  |  |  |
| I know people who have used this training option |  |  |  |  |  |
| **Total** |  |  |  |  |  |

Handout 2.4B

**College/University**

To complete this exercise, research colleges/universities that provide the training necessary for your chosen career.

What do you plan to study? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write answers in boxes**

|  |  |  |
| --- | --- | --- |
| **COLLEGE NAME** | **College #1** | **College #2** |
| **Location of School**  **--**in state?  --out of state? |  |  |
| **Size**  **—Enrollment-**  **# of students on campus**  **—**  **Typical class size** |  |  |
| **Environment**  **Type of school (2-or 4-year)**  **—**  **School setting (urban, rural)**  **—**  **Private**  **—**  **Public** |  |  |
| **Requirements**  **--Application deadline**  **--ACT/SAT required?**  **--Compass/Accuplacer required?**  **--GPA Requirement?** |  |  |
| **Degrees Offered**  **--Certificate (Comm. College or Tech)**  **—Associate of Arts or Science (CC)**  **—Bachelor of Arts/Science (4 year)**  **If you are planning to attend a 2 year, do you plan to transfer? Where?** |  |  |
| **Academics**  **--Is your major offered?**  **--Do they have an honors program?** |  |  |
| **Expenses**  **—Tuition for 1 year**  **—Application fee, deposits**  **—Estimated books**  **—Personal expenses** |  |  |
| **Housing**  **—Dorm**  **—Off campus apartment**  **—Live at home** |  |  |
| **Financial Aid**  **—Deadline date**  **—Required forms**  **—Scholarships available?**  **How do you apply?** |  |  |
| **Activities**  **--Clubs**  **--Organizations**  **--Other** |  |  |
| **Campus Visits**  **—Phone number for campus**  **visit**  **—Date of special opportunities (i.e., tour of campus)** |  |  |
| **Did you visit this school?**  **If so, how did it rank (still interested, not so interested, not sure, etc.)** |  |  |

Handout 2.4C

**Technical College**

To complete this exercise, research two technical colleges that provide the training necessary for your chosen career.

**Write answers in boxes**

|  |  |  |
| --- | --- | --- |
| **TECHNICAL COLLEGE NAME** | **Technical College #1** | **Technical College #2** |
| **Location of School**  **--**in state?  --out of state? |  |  |
| **Size**  **—Enrollment-**  **# of students on campus**  **—**  **Typical class size** |  |  |
| **Environment**  **Type of school (2-or 4-year)**  **—**  **School setting (urban, rural)**  **—**  **Private**  **—**  **Public** |  |  |
| **Requirements**  **--Application deadline**  **--ACT/SAT required?**  **--Compass/Accuplacer required?**  **--GPA Requirement?** |  |  |
| **Degrees Offered**  **--Certificate (Comm. College or Tech)**  **—Associate of Arts or Science (CC)**  **—Bachelor of Arts/Science (4 year)**  **If you are planning to attend a 2 year, do you plan to transfer? Where?** |  |  |
| **Academics**  **--Is your major offered?**  **--Do they have an honors program?** |  |  |
| **Expenses**  **—Tuition for 1 year**  **—Application fee, deposits**  **—Estimated books**  **—Personal expenses** |  |  |
| **Housing**  **—Dorm**  **—Off campus apartment**  **—Live at home** |  |  |
| **Financial Aid**  **—Deadline date**  **—Required forms**  **—Scholarships available?**  **How do you apply?** |  |  |
| **Activities**  **--Clubs**  **--Organizations**  **--Other** |  |  |
| **Campus Visits**  **—Phone number for campus**  **visit**  **—Date of special opportunities (i.e., tour of campus)** |  |  |
| **Did you visit this school?**  **If so, how did it rank (still interested, not so interested, not sure, etc.)** |  |  |

# Handout 2.4D

# Post-Secondary Options Exploration Worksheet

**Military**

To complete this exercise, research one military school that provides the training necessary for your chosen career.

# Use this website: www.todaysmilitary.com to fill in the chart below.

**Write answers in boxes**

|  |  |
| --- | --- |
| Click on the heading **Joining**in the black area at the top, scroll down to **Learning About Entrance**  **Requirements,** and click on **View entrance requirements.** | |
| **Entrance Requirements**  What are  the:  —Minimum age  requirements  —Physical  requirements  —Education  requirements  —Citizenship  requirements |  |
| There a number of decisions you need to make -Go back to the **Joining** section, look over the **Exploring Branches & Types of Service**. Click on each branch and read about them. Decide which branch you are most interested in, click on it and watch the video. | |
| Which branch of the services are you considering?  Why? |  |
| Deciding Between **Enlisting or Becoming an Officer.** | |
| What are the major differences between the two?  Which way are you considering going? |  |
| Go back to the heading **Joining** in the black area at the top. Scroll down to **Completing the Joining Process**; click on **Explore** **the enlistment** process. | |
| **Enlistment Process**  List the steps  1)  2)  3)  4)  5) In your case would you go  direct ship or delayed entry? |  |
| Click on the heading **Training** in the black area at the top, scroll down to **Enlisted Training**, and click on **Learn more about boot camp.** | |
| What can you do to prepare for boot camp?  What happens at orientation?  Duration for the branch you are interested in?  What are the physical fitness requirements for your branch? |  |
| Click on the heading **Working** in the black area at the top, scroll down to **Career Fields & Profiles**. Under **Career Search** select the **Industry** you are considering within the military, next select **By Enlisted or Officer**, click on **View Results**. Answer the following questions. | |
| Describe the job |  |
| Click on **Learn more about the …(your career)** | |
| What training is provided? |  |
| What are the possible military careers? |  |
| Which civilian careers to do they cross over to? |  |
| Click on the heading **Living** in the black area at the top, read over **Living Overview**. Scroll down to **What Benefits Do Service Members Get.** | |
| List the four main benefits and one thing you learned about each one.  1)  2)  3)  4) |  |
| Have you talked with a recruiter? |  |
| When will a recruiter be visiting your school next? |  |

Handout 2.4D

**Post-Secondary Options Exploration Worksheet**

**Apprenticeship and Straight to Work**

To complete this exercise, research one apprenticeship program that provides the training necessary for your chosen career.

Go to <http://dwd.wisconsin.gov/apprenticeship/individuals.html> to research apprenticeships.

**Which Apprenticeship program are you interested in?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Overview**  What is an apprenticeship?  How many possible  apprenticeship occupations? |  |
| Find the **Typical Course Work** required for this apprenticeship.  -How many hours of classroom instruction are required each year?  -Who teaches the classes?  -To master a trade what must you learn and demonstrate?  -Is attendance important? |  |
| Can you earn college credit? |  |
| Find **Program Information**  Average program length?  How many hours of training are required?  Age requirement?  Educational requirements?  Along with an application, what other documents are required? |  |
| Find **Selection Committee Concerns**  List Four:  1)  2)  3)  4) |  |
| Find **Schools in Wisconsin**  Which one would you might consider attending? |  |
| Are you considering working right out of high school?  What are your plans? |  |
| What are the benefits of taking this path? |  |