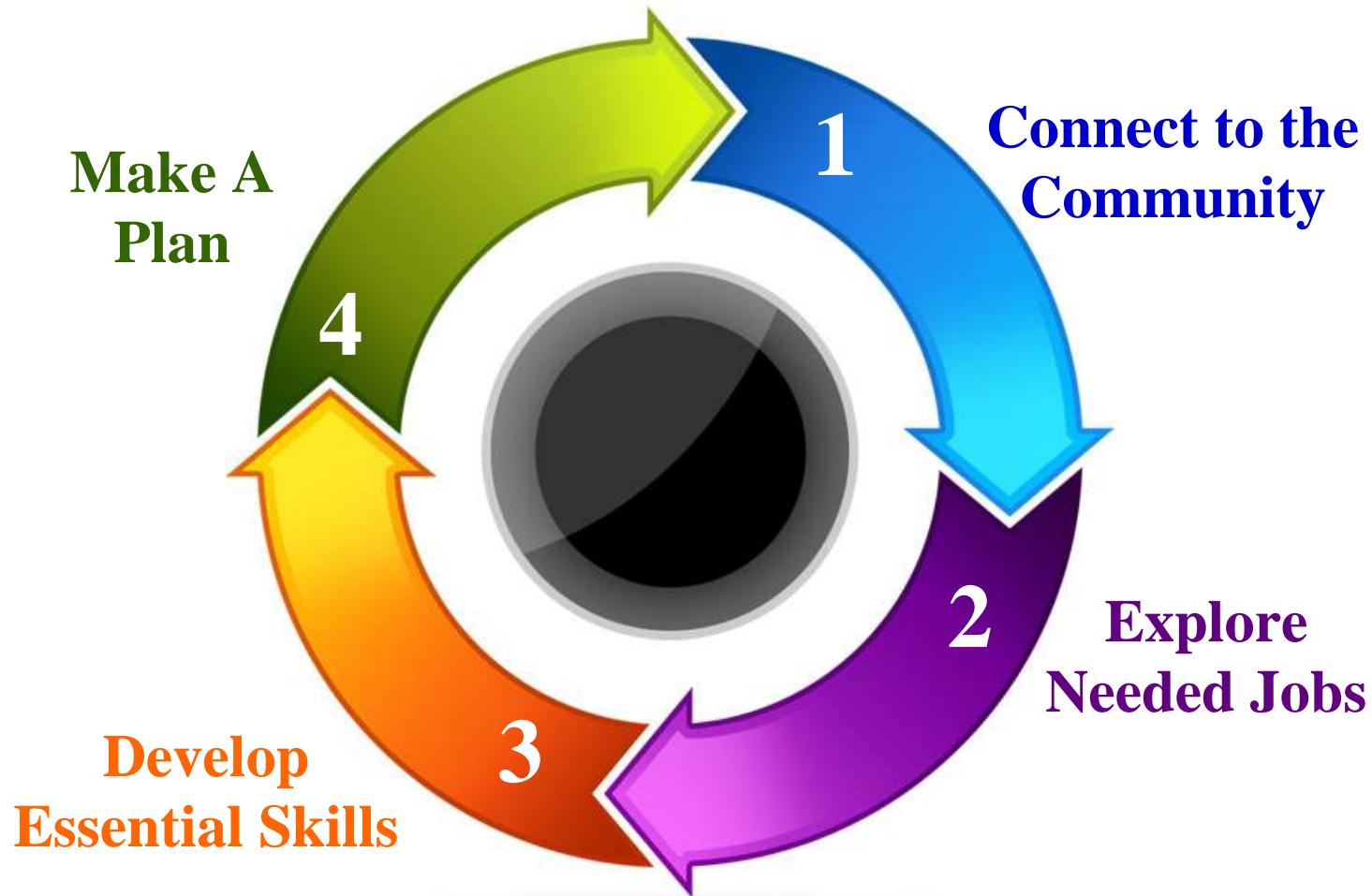


Preparing Young People for College and Career

A Four Part Approach



Steps to Career and College Readiness	Young People Need To...	What Communities, Schools and Parents Can Do		
		<i>Community-wide Strategies</i>	<i>Programs in Schools and Community Organizations</i>	<i>Activities with Parents and Adult Mentors</i>
<p>1. Connect</p> <p>Connect young people with the communities they belong to and impact</p>	<p>Understand why community connections are important;</p> <p>Understand the impact they can and do have on their communities;</p> <p>Inventory their communities' resources, assets, issues and needs;</p> <p>Understand the "systems" that operate in their community;</p> <p>Know how changes, improvements, and innovations take place in their community;</p> <p>Identify and communicate with the communities' decision makers.</p>	<p>Develop a system for recruiting, training and matching young people with volunteer projects and activities.</p> <p>Reserve seats for youth and young adult representatives on nonprofit or public boards, advisory groups and commissions.</p> <p>Communicate how important is it for young people to be skilled and involved in the community.</p>	<p>Conduct leadership and community development training programs and activities.</p> <p>Include community awareness curriculum at all levels of education.</p> <p>Conduct events for young people to tour, explore and map their communities.</p> <p>Develop contest between teams of young people proposing the best solution to a problem in their community; present the solutions publically.</p> <p>Sponsor service project teams (Youth Venture).</p> <p>Create innovative service learning activities that connect young people to their local community.</p>	<p>Interview public officials.</p> <p>Write an opinion letter.</p> <p>Attend a public meeting.</p> <p>Join a committee or interest group.</p> <p>Keep an Impact Journal of the ways young people can or do make change in their community.</p> <p>Read local newspapers and magazines.</p> <p>Research a local "system" of interest - its history, key decision makers, funding sources, etc.</p>

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<p>2. Jobs</p> <p>Introduce young people to the jobs needed in their community.</p>	<p>Identify how different jobs impact the community.</p> <p>Find objective, complete information on the qualities and requirements of a variety of jobs.</p> <p>Try-out jobs in hands-on, real-life, adult-guided experiences.</p> <p>Describe the skills and educational requirements of jobs they have explored.</p> <p>Define a “ladder” of related jobs that have increasing opportunities for income and advancement.</p>	<p>Convene high-growth sectors to identify career pathways and training collaborations.</p> <p>Encourage businesses and public agencies to develop and participate in career fairs, workplace tours, job shadowing, open house, “teacher in the workplace” and other career exploration events.</p> <p>Develop a region-wide jobs network that identifies or creates entry-level positions offering on-site training.</p>	<p>Create youth employment programs that provide pre-placement training, skill development and adult support.</p> <p>Develop high-quality work-learning opportunities (apprenticeships, Career Tech Ed, internships, etc).</p> <p>Create a “convention corps” program for youth to learn from professionals visiting locally while serving as community ambassadors.</p> <p>Develop youth-led enterprises, providing entrepreneurship training and career exploration.</p> <p>Support/expand successful programs that introduce careers (Explorer Posts, Citizen Academies, JA)</p>	<p>Conduct informational interviews with a variety of professionals.</p> <p>Create a “profile” for jobs of interest, collecting announcements or job descriptions, and compiling information on the types of tools, vocabulary, math/science skills, and clothes typically used on the job.</p> <p>Maintain a log of all jobs and work related experiences (name of employer, dates, duties, supervisor, pros and cons of the workplace).</p>

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<p>3. Skills</p> <p>Teach young people how to successfully learn job and life skills.</p>	<p>Identify the skills and knowledge needed to do a specific job.</p> <p>Understand the importance of “soft skills” in the workplace.</p> <p>Investigate the options for preparing for a specific job, including formal education and on-the-job experiences.</p> <p>Assess the costs (money, time and effort) of different educational options.</p> <p>Know how to assess their current skill levels and style of learning.</p> <p>Practice many different skills, including personal skills, communication skills and job specific skills.</p>	<p>Develop partnerships between schools and employers that create opportunities for students to build work relevant skills.</p> <p>Promote effective P-16 Councils.</p> <p>Develop high-quality educational alternatives that meet the learning needs of all students.</p> <p>Convene an independent commission of employers, parents, youth and teachers to evaluate the effectiveness of skill building programs in schools and the community.</p> <p>Examine the local and state policies that make it more difficult for low performing students to develop needed skills.</p> <p>Streamline college and financial application processes.</p>	<p>Create a work assessment center for evaluating work and life skills through hands-on simulations and scenarios.</p> <p>Develop learning/study skills and workplace skills classes or workshops.</p> <p>Develop programs for using parents, teachers, mentors, community volunteers, and other adults to provide academic and career guidance to young people.</p> <p>Offer a SEED (Stipend for Education and Employment Discovery) grant program.</p> <p>Develop gateway courses for high demand career fields.</p> <p>Offer school “bridge” activities for students in 5th, 8th and 12th grades.</p> <p>Support and expand College Access Centers.</p>	<p>Attend college tours and orientation programs.</p> <p>Investigate opportunities for high school students to enroll in a college course.</p> <p>Practice the decision making, conflict resolution, and problem solving skills necessary in college and the workplace.</p> <p>Ask work supervisor for an evaluation of current skills and ways to learn new skills.</p> <p>Work with a tutor to build skills in needed areas.</p>

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<p>4. Plans</p> <p>Assist young people to make plans for success and see them through.</p>	<p>Predict the impact of various personal decisions, actions, and inactions.</p> <p>Set goals that are clear, important, challenging and consistent with their priorities.</p> <p>Make specific and realistic plans for reaching their goals.</p> <p>Learn how to stay motivated, overcome problems, remain on course, take responsibility and make good decisions.</p> <p>Connect with adults who can skillfully guide them.</p> <p>Locate and access resources in the community.</p>	<p>Assess the services designed to assist youth and develop a comprehensive plan for expanding or improving the services.</p> <p>Examine existing policies and programs that assist struggling adults to see if they can be modified to also address the “early needs” of young people (preventive rather than prescriptive approach).</p> <p>Identify policies that hinder youth from entering adulthood with a “clean slate”.</p> <p>Develop a comprehensive, strategy for assisting youth with complex independent living needs.</p> <p>Establish association for professionals working to prepare young people for career and college success.</p> <p>Develop a community wide scholarship fund.</p>	<p>Support mentoring programs.</p> <p>Create/expand college success and financial management activities.</p> <p>Create/expand IDA programs for young people.</p> <p>Develop a one stop services center for high risk youth and young adults (homeless, leaving foster care or juvenile justice systems).</p> <p>Solicit donations from area businesses for youth as they prepare for college and career (student memberships to professional orgs, small business startup costs, career related tools and clothing, etc)</p>	<p>Make a personal budget.</p> <p>Write down a career plan with specific action steps.</p> <p>Practice interviewing for a job.</p> <p>Get personal references, referrals, recommendations.</p> <p>Start a record system for tracking work, school, and volunteer history.</p> <p>Gather “transition items” when on sale (books, school supplies, computer, apartment supplies).</p>