

# AFTER GRADUATION: WHAT'S NEXT?



**COMPETENCY  
CATEGORY:** Life Survival Skills

**COMPETENCY  
NUMBER:** G.38

**COMPETENCY:** Evaluate a career plan to determine appropriate post-secondary educational options.

**OBJECTIVE:** Upon completion of this module, students will be able to develop a career plan to represent appropriate post-secondary educational options.



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## INDEX

| RESOURCE   | SPECIALIST | STUDENT<br>(# PER) | PAGE |
|--|------------|--------------------|------|
| Learning Activity G.38-1 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Access to a telephone (optional)</li> <li>• Thank you note cards</li> </ul>   |            |                    | 23   |
| Learning Activity G.38-2 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Microcomputers (one per each pair of students) with Internet access</li> </ul>  |            |                    | 25   |
| Learning Activity G.38-3 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Microcomputers (one per each pair of students) with Internet access</li> <li>• Thank you note cards</li> </ul>  |            |                    | 27   |
| Learning Activity G.38-4 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Microcomputers (one per each pair of students) with Internet access</li> <li>• Local community or junior college catalogs (optional)</li> </ul>             |            |                    | 29   |
| Learning Activity G.38-5 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Microcomputers (one per each pair of students) with Internet access</li> <li>• Local technical school and proprietary school catalogs (optional)</li> </ul> |            |                    | 34   |

| <b>RESOURCE</b>  | <b>SPECIALIST</b> | <b>STUDENT<br/>(# PER)</b> | <b>PAGE</b>          |
|--|-------------------|----------------------------|----------------------|
| Learning Activity G.38-6 <ul style="list-style-type: none"> <li>• Writing board or flip chart</li> <li>• Flip chart paper and markers</li> <li>• Microcomputers with Internet access</li> <li>• Four year college and university catalogs, both public and private (optional)</li> </ul> |                   |                            | 35                   |
| Learning Activity G.38-7 <ul style="list-style-type: none"> <li>• Microcomputers with Internet access</li> <li>• Various post-secondary school applications (optional)</li> </ul>  |                   |                            | 38                   |
| Learning Activity G.38-8 <ul style="list-style-type: none"> <li>• Work Sheet—"Journal Writing"</li> </ul>  |                   |                            | 40<br>41             |
| Learning Activity G.38-9 <ul style="list-style-type: none"> <li>• Types of Support Linkages</li> <li>• Community Resources</li> <li>• Service Action Activity Plan</li> </ul>  |                   |                            | 42<br>43<br>44<br>45 |
| Reading Activity G.38 <ul style="list-style-type: none"> <li>• Work Sheet—"The Next Generation"</li> </ul>   |                   |                            | 47<br>48             |
| Math Activity G.38 <ul style="list-style-type: none"> <li>• Work Sheet—"Investing in Your Future"</li> </ul>   |                   |                            | 54<br>55             |
| Pre-Assessment/Post-Assessment   |                   |                            | 59                   |
| Answer Key—Pre-Assessment/Post-Assessment  |                   |                            | 62                   |
| Answer Key—Reading Activity  |                   |                            | 65                   |
| Answer Key—Math Activity   |                   |                            | 66                   |

## INTRODUCTION

**Note to Specialist: Role-play the following situation with one of your students.**

Student: "Man, I have no idea what I am going to do after graduation. Some of my friends are going off to college, some are going to work. I just don't know what to do!"

Specialist: "Have you given any thought about going to college?"

Student: "No, I don't think college is for me. I would like to get a good job and earn some serious money."

Specialist: "I can understand that, but you know in order to make some serious money you need some additional education or training. If you could get a job tomorrow, what would you do?"

Student: "I don't know. I don't have any special skills or training."

Specialist: "That is exactly my point. You need to have something to 'sell' to an employer before you can make some 'serious money', as you say. I have some ideas. Are you interested in listening?"

Student: "What have I got to lose? I'm not going anywhere after graduation at this point in time."

- Sound familiar?
- You are not alone in trying to decide what you are going to do after graduation.
- The goal of this module entitled "After Graduation: What's Next?" is to help you explore the educational opportunities at the post-secondary level.

**Note to Specialist: Be certain to refer to modules A.1, A.2, A.3, A.4 and A.5 as you go through this module. Have students select a job that is in one of the career pathways for use with this module.**

## Administer Pre-Assessment

### OUTLINE

- A. Post-secondary options
  - 1. Employee training programs
  - 2. Certificate programs
  - 3. Apprenticeship training programs
  - 4. Community colleges or junior colleges
  - 5. Technical schools
  - 6. Proprietary schools
  - 7. Four-year colleges or universities
  - 8. Graduate schools
  - 9. Technical schools

**Note to Specialist: Be certain to explain to your students that the school that they are considering attending MUST BE ACCREDITED by the same or similar governing agency as the school they are going to transfer to or their credits WILL NOT TRANSFER. Be certain to check with your school counselor for accrediting information about the schools your students are considering.**

- B. Employee training programs (these programs are not accredited for transfer to a college/university)
  - 1. Employee training programs are offered by the employer to the employees of the organization.
  - 2. There is no cost to the employee for this training.

3. It is generally training that is designed to aid employees in doing their job.
4. Some employee training is designed to assist the employee in their career development within the organization.
5. For example: You might be hired on as a cashier in a clothing store. After you have demonstrated your skills the company might ask you to become one of their management trainees so that you can move up to a management position with your own store.

**COMPLETE LEARNING ACTIVITY G.38-1**  
**"WHAT KIND OF EMPLOYEE TRAINING PROGRAMS ARE AVAILABLE?"**

- C. Certificate programs (these programs are not accredited for transfer to a college/university)
1. These are offered by community colleges and other organizations.
  2. Certificate programs are short-term training programs designed to provide a limited degree of specialized training.
  3. For example: You have expressed an interest in working with patients at a local nursing home. One of the requirements to work in that facility might be a certificate as a certified nurse aid.
  4. Certificates are offered in a wide variety of areas.
  5. Contact your local community or junior college for more information on their certificate programs.

**COMPLETE LEARNING ACTIVITY G.38-2**  
**"WHAT KIND OF CERTIFICATE PROGRAMS ARE AVAILABLE?"**

- C. Apprenticeship training programs (these programs are not accredited for transfer to a college/university)
1. Apprenticeships are generally offered through various labor

organizations, such as the International Ironworkers, International Brotherhood of Carpenters, etc.

2. These programs vary in length but are usually 2 to 3 years in length.
3. One of the advantages of apprenticeship training programs is that you receive both classroom (called apprenticeship school) and on-the-job training.
4. Because of the nature of apprenticeship training one must first make an application to the labor organization (union).
5. Following both a written test and a personal interview, the candidate is accepted into the organization and begins the apprenticeship.
6. With apprenticeship training, the apprentice works in the trade with the master trades person (called a journeyman) to learn many aspects of the job.
7. There is generally an initiation fee associated with being accepted into the union.
8. Wages and fringe benefits (workman's compensation, unemployment benefits, etc) are usually much better as a result of the apprenticeship training program.
9. Once the "apprentice" has served his or her apprenticeship they become a journeyman within the craft.
10. There are some non-union apprenticeship programs that operate very much like the union programs.
11. For more information on apprenticeship training programs contact your local union for the trade or craft that you are interested in.



**COMPLETE LEARNING ACTIVITY G.38-3**  
**"WHAT IS APPRENTICESHIP TRAINING?"**

- E. Community college or junior colleges (these schools are generally accredited for transfer, but not all courses may transfer)
1. Sometimes these are referred to as "two-year colleges" because they offer the first two years of the four-year college degree.

Community colleges award associate degrees (two-year degrees) in a wide variety of majors.

2. Two-year colleges, better known as community colleges, are often called "the people's colleges."

With their open-door policies (admission is open to individuals with a high school diploma or its equivalent), community colleges provide access to higher education for millions of Americans who might otherwise be excluded from college.

They enroll more than five million credit students, representing almost half of all undergraduates in the United States.

3. They may either be under public or independent control (private).
4. With few exceptions, community colleges offer a comprehensive curriculum, which includes transfer, technical, and continuing education programs.
5. It is important to note that some of these majors (curriculum areas) will transfer to a four-year college, while others will not.
6. Community colleges are community-based institutions that work in close partnership with high schools, community groups, and employers in extending high-quality programs at convenient times and places.

Community colleges are cost effective. Annual tuition and fees at public community colleges are less than 15% of private four-

year institutions.

They provide a "caring" environment, with faculty members who are known for excellent teaching and for meeting students' individual needs, regardless of age, sex, race, current job status, or previous academic preparation.

7. If you are able to live at home while you attend college, you will certainly save money on room and board, but it does cost something to commute.

Many students who attend community colleges are eligible for a range of financial aid programs, including Federal Pell grants, Perkins and Stafford Loans, state aid, and on-campus work-study jobs.

Contact your high school counselor or the financial aid officer at a community college near you for assistance.

8. When it comes to financial aid, it is best to apply months in advance of the date you intend to start your college program, to find out early what assistance is available to you.

Many two-year college students maintain full-time or part-time employment while they earn their degrees.

To enable students to balance the demands of home, work, and school, most community colleges offer classes at night and on weekends.

9. For the full-time student, the usual length of time it takes to obtain an associate degree is two years.

However, your length of study will depend on the course load you take: the fewer credits you earn each term, the longer it will take you to earn a degree.

Studies have repeatedly shown that students who first attend a community college and then transfer to a four-year college or university do as well academically as the students who enter

the four-year institutions as freshmen.

**COMPLETE LEARNING ACTIVITY G.38-4**  
**"COMMUNITY OR JUNIOR COLLEGE"**

- F. Technical schools (these schools may or may not be accredited for transfer to a college/university)
1. Technical schools can be public or private.
  2. Public technical schools operate very much like the community colleges.
  3. The costs associated with most public technical schools are similar to community colleges.
  4. The curriculum at many technical schools is generally more limited than at the community college.
  5. Technical schools generally specialize in a limited number of curriculum areas. So it is important to check out the programs being offered.
  6. Many technical schools are private and as a result are usually much more expensive than the community college.
  7. Technical schools have earned an excellent reputation as schools for high quality job specific training.
  8. Depending on the school the credits that you earn may or may not be transferable to a four-year degree granting college.
  9. If you are thinking of transferring to a four-year degree it is important to check this out BEFORE you enroll.
- G. Proprietary schools (these schools may or may not be accredited for transfer to a college/university)
1. Proprietary schools are schools that are in the business to make a profit for the school's owners.

2. There is nothing wrong with the idea of making a profit from an educational enterprise, but it is very different from other options described in this module.
3. These schools are usually highly specialized schools with a very limited curriculum.
4. You may have seen some of the advertisements on TV.
5. Examples: National schools like DeVry or ITT Technical School.
6. There are also locally owned and operated schools.
7. Proprietary schools are well known for their reputation for securing employment for their graduates upon completion of the training.
8. If there is any one area of post-secondary education that must be guarded it is the proprietary school.
9. While there are many excellent schools, there are also many that are not so good. Be certain to do a good background check before signing on at a proprietary school.
10. Credits earned at a proprietary may not be transferable to other post-secondary schools. Be certain to check this out before enrolling.

**COMPLETE LEARNING ACTIVITY G.38-5**  
**"TECHNICAL SCHOOLS AND PROPRIETARY SCHOOLS"**

- H. Four-year colleges or universities (these schools are generally accredited for transfer, but all courses may not transfer. This will depend on the major that is selected)
1. These schools can be public or private.
  2. As the name "four-year" implies, these schools offer work leading to a four-year undergraduate degree called a baccalaureate degree. (Bachelors of Arts, Bachelors of

Science, etc.)

3. Four-year colleges offer a wide variety of majors with some public colleges offering over 100 different majors.
4. Four-year colleges are more expensive than the community colleges, even though they may be public universities.
5. Private colleges are usually more expensive than their public counterparts.
6. Admission requirements to a four-year college are usually higher than the community college and as a result they are considered more selective.
7. For more information about the public and private colleges and universities in your area, contact the school counseling office.

**COMPLETE LEARNING ACTIVITY G.38-6**  
**"FOUR-YEAR COLLEGES AND UNIVERSITIES"**

- I. Applying to a post-secondary school
  1. Collect and review the information about the school and major from the catalog, Internet or by visiting the school.
  2. Review very carefully the requirements for admission to the school as well as the major for which you are interested.
  3. If you meet the admission requirements, file an application as early as possible before the deadline.
  4. Send all required information requested (transcripts, application fee, etc.)

It is always advisable to meet with a counselor in the admissions office, as well as in the Department in which you wish to major. If appropriate, complete a financial aid application.

5. If you are going to live on campus, file your application for

housing and dining.

6. After about 30 days, if you have not heard for the school, follow up on your application.

#### J. Standardized tests

1. Most colleges and universities use tests to help evaluate applicants' readiness for admission or to place them in appropriate courses.
2. The tests that are most frequently used by colleges are the ACT and the SAT assessments.
3. Both of these testing services offer, upon request, special accommodations for students with documented visual, hearing, physical, or learning disabilities.
4. SAT scores are sent automatically to each student who has taken the test. Students may request that the scores be reported to their high schools or to the colleges to which they are applying.

Contact your school counselor for full information about the SAT and ACT programs.

#### K. Types and sources of financial aid

1. There are three types of aid: scholarships (also known as grants or gift aid); loans; and student employment.
2. Scholarships and grants are outright gifts and do not have to be repaid.
3. Loans must be repaid, with interest, usually after graduation. Student jobs can be arranged for a student during the academic year with the wages going toward the college expenses.
4. Almost all of the aid available to two-year college students is from the federal government, which has six large financial aid programs.

5. Two of these are grants -- the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG).
6. Three are loan programs -- the Federal Perkins Loan, the Federal Family Education Loan (FFEL), and the William D. Ford Federal Direct Loan.
7. The sixth program is a student employment program called the Federal Work-Study Program.
8. A second source of aid is state governments. Nearly every state provides aid for students attending college in that state.
9. Almost all state aid programs feature scholarships and grants, although a few states also have loan and work-study programs.
10. A third source of aid is private sources, such as foundations, corporations, civic associations, labor organizations, fraternal organizations, and religious groups that award scholarships and grants to students.
11. Most of these are not based strictly on need, although the amount of the scholarship may vary depending upon need.
12. The competition for these scholarships can be quite stiff, but the reward is well worth it.
13. You should also keep in mind that many companies also offer tuition reimbursement to employees and their dependents.
14. The personnel or human resources department at your or your parents' place of employment can tell you whether the company offers this benefit and who is eligible.
15. Finally, many colleges offer scholarships and/or grants to students out of their own funds or through local foundations.
16. This aid is called institutional aid. Junior and community colleges, particularly those that are state-supported, usually have very little institutional aid available for students.

17. Sometimes a student must apply separately for institutional aid, and sometimes they are awarded along with all the other sources.
18. Most of the financial aid that two-year college students receive is based on need.
19. To see whether you have need, the first thing you must determine is the total cost of attending college.
20. The next step in determining your eligibility for financial aid is to determine how much you can afford to pay toward your total cost of education.
21. The basic principle of government financial aid is that the primary responsibility for paying college expenses resides with the family. So, in determining your expected family contribution, you will first need to know who makes up your "family."
22. If you are financially dependent upon your parents, then their income and assets, as well as yours, are counted toward the family contribution.
23. But if you are considered independent of your parents, only your income (and your spouse if you're married) counts in the calculation.
24. If there are extraordinary circumstances, the financial aid administrator at the college you will be attending has the authority to change this.
25. The process of applying for aid is a simple one for most two-year college students.
26. For most two-year colleges there is just one application that every student must use to apply for financial aid: the Free Application for Federal Student Aid (FAFSA). This is a four-page application available in high school guidance offices, college financial aid offices, state education department offices, many



local libraries, the U.S. Department of Education, and even the local office of your congressional representative. (You can get the FAFSA application by calling the U.S. Department of Education at 1-800-433-3243.)

**COMPLETE LEARNING ACTIVITY G.38-7**  
**"APPLICATION PROCEDURES"**

- L. Some frequently asked questions about transferring to a four-year school (Source: **Pearson's Guide to Two-Year Colleges.**)
1. Does every college and university accept transfer students?
    - a. Most four-year schools accept transfer students, but some do so more enthusiastically than others.
  2. Do students who go directly from high school to a four-year college do better academically than transfer students from community colleges?
    - a. On the contrary: some institutions report that transfers from two-year schools who persevere until graduation do better than those who started as freshmen.
  3. Why is it so important that my two-year school be accredited?
    - a. Four-year colleges and universities accept transfer credit only from schools formally recognized by a regional, national, or professional educational agency.
    - b. This accreditation signifies that an institution or program of study meets or exceeds a minimum level of educational quality necessary for meeting stated educational objectives.
  4. After enrolling at a four-year school, may I still make up necessary courses at a community college?
    - a. Some schools restrict credit after transfer to their facilities.
    - b. Others allow students to take a limited number of transfer courses after enrolling at a four-year school, depending

on the subject matter.

- c. A few provide opportunities for cross-registration or dual enrollment, which means taking classes on more than one campus.

5. What do I need to transfer?

- a. First, send for your high school and college transcripts.
- b. Having chosen the school you wish to transfer to, check its admission requirements against your transcripts. If you find that you are admissible, file an application as early as possible before the deadline.
- c. Part of the process will be asking your former schools to send official transcripts to the admission office.
- d. Plan your transfer program with the head of your new department as soon as you have decided to transfer.
- e. At your present school, take the courses you will need to meet transfer requirements for the new one.

6. What qualifies me for admission as a transfer student?

- a. Admission requirements for most four-year schools vary. Depending on the reputation or popularity of the school and program you wish to enter, requirements may be quite selective and competitive.
- b. Usually you will need to show satisfactory test scores, an academic record up to a certain standard, and completion of specific subject matter.
- c. Transfer students can be eligible to enter a four-year school in a number of ways: by having been eligible for admission directly upon graduation from high school, by making up shortcomings in grades (or in subject matter not covered in high school) at a community college, or by

satisfactory completion of necessary courses or credit hours at another post-secondary institution.

- d. Students who did not graduate from high school can present proof of proficiency through results on the General Educational Development (GED) test.
7. Are exceptions ever made for students who don't meet all the requirements for transfer?
- a. Extenuating circumstances, such as disability, low family income, refugee or veteran status, or athletic talent, may permit the special enrollment of students who would not otherwise be eligible but who demonstrate the potential for academic success.
  - b. Consult the appropriate office--the Educational Opportunity Program, the disabled students' office, the athletic department, or the academic dean--to see whether an exception can be made in your case.
8. How far in advance do I need to apply for transfer?
- a. Some schools have a rolling admission policy, which means that they process transfer applications as they are received, all year long.
  - b. With other schools, you must apply during the priority filing period, which can be up to a year before you wish to enter.
  - c. Check the data with the admission office at your prospective campus.
9. Is it possible to transfer courses from several different schools?
- a. Schools ordinarily accept the courses that they consider transferable, regardless of the number of accredited schools involved.

- b. There is the danger of exceeding the maximum number of credit hours that can be transferred from all other schools or earned through credit by examination, extension courses, or correspondence courses.
  - c. The limit placed on transfer credits varies from school to school, so read the school catalog carefully to avoid taking courses you won't be able to use.
10. Why might a course be approved for transfer credit by one four-year school but not by another?
- a. Entrance policies and graduation requirements are designed to reflect and serve each institution's mission. Because institutional policies vary so widely, schools may interpret the subject matter of a course from quite different points of view.
11. Must I take a foreign language to transfer?
- a. Foreign language proficiency is often required for admission to a four-year school.
  - b. Often two or three years of a single language in high school will satisfy the language proficiency requirement.
  - c. Find out if scores received on Advanced Placement examinations, placement examinations given by the foreign language department, or SAT II: Subject Test will be accepted in place of college course work.
12. Will the school to which I'm transferring accept pass/no pass, pass/fail, or credit/no credit grades in place of letter grades?
- a. Usually a limit is placed on the number of these courses you can transfer, and there may be other restrictions as well.
  - b. If you want to use other-than-letter grades for the fulfillment of general education requirements or lower-division (freshman and sophomore) preparation for the major, check with the receiving school.

13. Which is more important for transfer--my grade point average or my course completion pattern?
- a. Some schools believe that your past grades indicate academic potential and overshadow prior preparation for a specific degree program.
  - b. Others require completion of certain introductory courses before transfer to prepare you for upper-division work in your major. In any case, appropriate course selection will cut down the time to graduation and increase your chances of making a successful transfer.
14. What happens to my credits if I change majors?
- a. If you change majors after admission, your transferable course credit should remain fairly intact.
  - b. However, because you may need extra or different preparation for your new major, some of the courses you've taken may now be useful only as electives.
  - c. The need for additional lower-level preparation may mean you're staying longer at your new school than you originally planned.
  - d. On the other hand, you may already have taken courses that count toward your new major as part of the university's general education pattern.

**COMPLETE LEARNING ACTIVITY G.38-8**  
**"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY G.38-9**  
**"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY G.38**  
**"THE NEXT GENERATION"**

**COMPLETE MATH ACTIVITY G.38**  
**"INVESTING IN YOUR FUTURE"**

**Administer Post-Assessment**

**LEARNING ACTIVITY G.38-1**  
**"WHAT KIND OF EMPLOYEE TRAINING PROGRAMS ARE AVAILABLE?"**

**OBJECTIVE:** To identify various types of employee training programs offered at local businesses

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Access to a telephone (optional)
- Thank you note cards

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Assign students to pairs of two.
2. Have each pair of students develop 5 questions that they would like to ask a supervisor or manager about their company's employee training programs.

**Note to Specialist: You may have to assist your students by giving them some ideas about the types of questions to ask.**

3. Check each group's questions before moving on to number 4.
4. Ask (based on interest) each person to contact a local company to arrange for a 30 minute interview so that the answers to the interview questions can be determined.
5. An alternative to a face-to-face interview might be a telephone interview.
6. Have students report back to the class the results of their interview.
7. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**

1. What are the similarities that exist between employee training programs?

2. Have students summarize the common elements in each employee training program.

3. What are the major differences?

**FOLLOW-UP ACTIVITY:**

1. Have students send a thank you note to the person they interviewed.



**LEARNING ACTIVITY G.38-2**  
**"WHAT KIND OF CERTIFICATE PROGRAMS ARE AVAILABLE?"**

**OBJECTIVE:** To identify various types of certificate programs which are available through local post-secondary schools

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Microcomputers (one for each pair of students) with Internet access

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Assign students to pairs.
2. Have each pair of students get on-line to local community colleges, technical schools, proprietary schools, etc. to determine what type of certificate programs are available.
3. If such programs are not available in your immediate area, encourage students to look at post-secondary schools in your state.
4. Have students seek such information as the types of certificate programs available, cost, admissions requirements, etc.
5. Have students secure a copy of the admissions application and the name of a contact person at the school for further information.
6. Have each pair of students report back to the class the results of their computer activity.
7. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**

1. What are the similarities that exist between certificate programs?

2. Have students summarize the application procedures for admission to a certificate program.

3. What is the cost for these types of programs?

4. What are the major differences in certificate programs?

**LEARNING ACTIVITY G.38-3**  
**"WHAT IS APPRENTICESHIP TRAINING?"**

**OBJECTIVE:** To identify various types of apprenticeship training programs which are available through local labor organizations

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Microcomputers (one computer for each pair of students) with Internet access
- Thank you note cards

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Assign students to pairs.
2. Have each pair of students get on-line to a national labor organization to find out information about apprenticeship training opportunities in your local area.
3. Have students seek such information as the admissions requirements, selection procedures, testing requirements, etc.
4. Have students secure a copy of an application, if this is available.

**Note to Specialist: Once students have completed this step, make arrangements to take interested students to the union "local" to meet with the business agent or apprenticeship coordinator.**

5. If such programs are not available, encourage students to find the nearest union "local" for the craft that they are most interested in pursuing.
6. Have each pair of students report back to the class the results of their computer activity and visitation.

7. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**

1. What are the similarities that exist between apprenticeship programs?

2. Have students summarize the application procedures for admission to an apprenticeship program.

3. Have students describe the selection procedures for the various apprenticeship programs

4. What are the major differences in the apprenticeship programs?

**FOLLOW-UP ACTIVITY:**

1. Have students send a thank you note to the person they spoke with at the union "local."

**LEARNING ACTIVITY G.38-4**  
**"COMMUNITY OR JUNIOR COLLEGE"**

**OBJECTIVE:** To identify various types of programs offered through area community or junior colleges

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Microcomputers with Internet access
- Local community or junior college catalogs (optional)

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

1. This will be an individual assignment for each student.
2. Have each student get on-line to identify the community college or junior colleges in their area.
3. Have students seek such information as the nature of the curriculum offerings, admissions requirements, selection procedures, testing requirements, costs, faculty, degrees offered, financial aid, placement procedures, etc.
4. Have students secure a copy of an application if this is available and an address where a copy of the catalog can be secured.

**Note to Specialist: Once students have completed this step, make arrangements to take interested students to the community or junior college(s) of their choice or arrange for a school representative to come to your school to meet with interested students.**

5. Have students report back to the class the results of their computer activity.
6. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**

1. Where are the campuses located in your area?

2. What programs are offered?

3. Have students summarize the application procedures for admission to these schools.

4. Have students describe the selection procedures for these schools.

5. What are the costs associated with attending these schools?

6. What type of job placement services are available at these schools?



**LEARNING ACTIVITY G.38-5**  
**"TECHNICAL SCHOOLS AND PROPRIETARY SCHOOLS"**

**OBJECTIVE:** To identify various types of programs offered through local technical schools and proprietary schools

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Microcomputers with Internet access
- Local technical and proprietary school catalogs (optional)

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

1. This will be an individual assignment for each student.
2. Have each student get on line to identify the technical schools and proprietary schools in their city or area.
3. Have students seek such information as the nature or type of curriculum offerings, admissions requirements, selection procedures, if any, testing requirements, costs, faculty, degrees offered, financial aid, placement procedures upon completion, etc.
4. Have students secure a copy of an application if this is available or an address where a copy of the catalog can be obtained.

**Note to Specialist: Once students have completed this step, make arrangements to take interested students to schools of their choice or arrange for a school representative to come to your school to meet with interested students.**

5. Have each student report back to the class the results of their computer activity.
6. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**



1. What technical programs are offered in your area?

2. What programs are offered by proprietary schools in your area?

3. Have students summarize the application procedures for admission to these programs.

4. Have students describe the selection procedures for these programs.

5. What are the costs associated with these programs?

6. What type of job placement services are available at these schools?

**FOLLOW-UP ACTIVITY:**

1. Have students complete an application if they are interested in attending any of the schools.

**LEARNING ACTIVITY G.38-6**  
**"FOUR-YEAR COLLEGES AND UNIVERSITIES"**

**OBJECTIVE:** To identify various types of programs offered through four-year colleges and universities

**RESOURCES:**

- Writing board or flip chart
- Flip chart paper and markers
- Microcomputers with Internet access
- Four-year college and university catalogs, both public and private (optional)

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

1. This will be an individual assignment for each student.
2. Have each student get on-line to identify the public and private four-year colleges and universities in your city, area or state.
3. Have students seek such information as the nature of the curriculum offerings, admissions requirements, selection procedures, testing requirements, costs, faculty, degrees offered, financial aid, etc.
4. Have students secure a copy of an application, if this is available, and an address where a copy of the catalog can be secured.

**Note to Specialist: Once students have completed this step, make arrangements to take interested students to schools of their choice or arrange for a school representative to come to your school to meet with interested students.**

5. Have students report back to the class the results of their computer activity.
6. Encourage students to use the writing board or flip chart as part of their presentation.

**DISCUSSION QUESTIONS:**

1. Where are the campuses located in your area?

2. Which ones are public and which ones are private?

3. What programs are offered?

4. Have students summarize the application procedures for admission to these schools.

5. Have students describe the selection procedures for these schools.

6. What are the costs associated with attending these schools?

7. What type of financial aid is available at each of these schools?



**LEARNING ACTIVITY G.38-7**  
**"APPLICATION PROCEDURES"**

**OBJECTIVE:** To make application to a post-secondary school or program

**RESOURCES:**

- Microcomputers with Internet access
- Various post-secondary school applications (optional)

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

**Note to Specialist: This Learning Activity is designed to assist those students who are interested in making application to a program or school of their choice.**

1. This will be an individual assignment for each student.
2. Have students get on-line to the post-secondary program or school of their choice.
3. Have students complete an application for admission either on-line or via a hard copy application.
4. Encourage students to fill out the application neatly and accurately.
5. Have students complete a financial aid application if they are interested.

**Note to Specialist: Once students have completed this step, make arrangements for them to visit with an admissions counselor or an administrator or counselor who represents the program or school for which your students are applying.**

**Note to Specialist: Assist your students in completing the standardized testing requirements necessary for their satisfactory admission to the program or school of their choice.**

6. Have each student send all supporting material requested on the application.
7. Have students follow up their applications with a telephone call or letter about 30 days later.
8. Check bi-monthly on each student's application.

**LEARNING ACTIVITY G.38-8**  
**"JOURNAL WRITING"**

**OBJECTIVE:** Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.



**LEARNING ACTIVITY G.38**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY G.38-9**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity G.38-9

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (“See Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Action Activity Plan.”

### TYPES OF SUPPORT LINKAGES

| Direct Services to Students                    | Consultative and Technical Assistance                            | Information and Referral                             |
|--|--|--|
| Community agencies                             | Professional organizations                                       | Career counseling centers                            |
| Parents and personal advocates                 | Service organizations  | Work experience and job placement services           |
| Local education agency support/auxiliary staff | Parent organizations   | School and private psychologists                     |
| Volunteer and service organizations            | Advisory groups  | Tutors   |
| Placement services                             | State education agency personnel                                 | Recreational programs                                |
| Postsecondary programs and personnel           | Business/industry personnel and programs                         | Employers  |
| Transitional services                          | Other vocational support service teams                           | Employment services                                  |
| Other school-based personnel                   | Local colleges and universities                                  | Community agencies for counseling or health services |
|  | Vocational education research and development resource center(s) | New schools (transfer students)                      |
|  |  | Division of vocational rehabilitation                |
|  |  | Job training partnership program                     |

*(Source: Handbook for Vocational Support Service Teams in Maryland)*

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

**SERVICE ACTIVITY ACTION PLAN**

| <b>ACTIVITY/IDEA FOR IMPLEMENTATION</b> |                         |
|---|-------------------------|
| <b>STEPS FOR IMPLEMENTATION</b>         | <b>RESOURCES NEEDED</b> |
|   |                         |

| <b>PERSONNEL/AGENCIES/<br/>COMMUNITY</b> | <b>REPRESENTATIVE INVOLVED<br/>RESPONSIBILITIES</b> |
|--|---|
|--|---|

|                          |                           |
|--------------------------|---------------------------|
|                          |                           |
| <b>POSSIBLE BARRIERS</b> | <b>CREATIVE SOLUTIONS</b> |
|                          |                           |
| <b>TIMEFRAME</b>         |                           |

**READING ACTIVITY G.38**  
**“THE NEXT GENERATION”**

**OBJECTIVE:** To identify supportive facts and ideas

**RESOURCES:** Reading Activity G.38

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity G.38 and distribute to each student.
2. Have students read “The Next Generation.”
3. Have students complete “The Next Generation Rerun” and check their answers for accuracy.
4. Have the students form small groups of 2 to 3 to complete “On the Other Channel.”
5. Have the students present the results of “On the Other Channel” and discuss various career pathways.

**“THE NEXT GENERATION”**  
(WITH APOLOGIES TO STAR TREK)

Students scrambled down the halls of Federation High School to beat the tardy bell. A group poured into Starla Venutia’s career exploration class and took their seats. Today was the day each would present their career plan.

“I’m very excited about hearing your career plans,” began Ms. Venutia, “You are such a talented group. But remember; be certain to explain how you will get the training required for your career. John, please begin with your report.”

A young John Luke Card stood to his feet and started, “I will go to college first to get a degree in astronomical exploration. I want to be a pilot and go places where no one else has gone before. I know I’ll need a degree to get into pilot training with the military. I’d like to reach the rank of captain... maybe even colonel.”

After John Luke’s report, the 6 ft. 8”, 280 lb. captain of the martial arts team and known only as Woof stood up and said, “I’ll go next.” No one argued. “I too will go into the military, but I won’t need college first. The Federation Forces will give me all of the training I need to become the head of security for major operations. The money is much better than being a bouncer. I don’t have to think much and I still get to fight and cause a lot of destruction. Hey, somebody’s got to do it. You’ll sleep better with me on the job!”

“Very nice,” said Ms. Venutia smiling, but with a little nervousness in her voice, “It sounds like a nice mix of interest and aptitude.”

Deanna Troi was the next to her feet. “I’m going into psychology,” she began, “so I’ll go to college. But, I’ll have to get at least a master’s degree if I want to be a counselor. I think this is a good match for me. Sometimes I feel like I can read other people’s emotions.” She stopped suddenly and turned to Will sitting behind her. “Like right now,” she snapped, “I can tell you’re laughing at me. So, what are *you* going to do, Mr. Big Shot?”

Will was on the football team. He and Deanna had dated off and on, but their relationship was always a little rocky.



“I don’t know,” said Will, “but whatever it is, I’ll be number one!”

At this, the whole class broke into chanting, “We’re number one, we’re number one!”

“All right, all right,” demanded Ms. Venutia, raising her voice a little, “settle down. Gordie, let’s hear from you.”

“It’s the Federation Tech School for me,” said Gordie, “I want to learn all the technical stuff to work on the big ships. I can learn enough to become an engineer’s assistant and then work my way up from there. Eventually, I would like to be part of a flight crew as an engineer. I’ve been having a little trouble with my eyes, though. I hope it doesn’t slow me down.”

“I’ll be able to help with that,” said a young girl in the back named Beverly, “I’m going to be a medical doctor. That means college for eight to ten years, but I’ll be able to help a lot of people medically. Maybe I’ll find a way to keep John Luke’s hair from falling out.”

The class giggled. John Luke and Beverly had been going out since middle school and she always kidded him about his thinning hair.”

“Very funny,” said John Luke, “It’s remarks like that, that make me want to find some other place to live in the universe.”

“I want to go the Galaxy Computer Training Institute,” interrupted Datah. This surprised no one, since Datah was known as the school’s computer geek. “I think we’re going to see a lot of computers in the future. I know GCTI is pretty expensive because it’s a private school, but it prepares you specifically for experimental computer applications and data management. They can even make computer characters simulate emotions!”

With that, Ms. Venutia said, “Except for Will’s, I’m very pleased with all of the reports today. I can tell that a good amount of thought went into each one. You are all taking different directions in life and preparing for them.”

“That’s true, Ms. Venutia,” interjected Deanna, “But, you know, I just sense that somehow in the future, we’ll all be together.”

The class went silent and looked at each other for a long moment. Then, almost in unison exploded with, “Naw,” “No way,” “Like *that’ll* happen!”

The bell rang and another class period was over, but the future was just beginning.

**"THE NEXT GENERATION" RERUN**

1. What was the name of high school in which the story took place?

2. What is the name of the career exploration teacher?

3. In what sport was Woof involved?

4. Who dated whom? (two answers... give both)

5. Who did not have a report ready?

6. Who was going into psychology?

7. Who was having trouble with his eyes?

8. Who was the computer geek?

9. What kind of school (as classified by this unit of study) is the Galaxy Computer Training Institute?

10. What happened that caused the teacher to raise her voice?



## MATH ACTIVITY G.38 “INVESTING IN YOUR FUTURE”

**OBJECTIVE:** To help students identify information from a chart, apply that information and demonstrate basic financial planning for post-secondary training

**RESOURCES:** Work Sheet—Math Activity G.38

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Ask students to give their estimates of the cost of post-secondary training. Let discussion go into brainstorming, asking for creative ways they could pay for school. List responses on a writing board, flip chart or overhead.
2. Distribute a copy of the “Investing in Your Future” work sheet to each student.
3. Check the answers for accuracy.
4. Have several students share their answers for 4.g. Discuss different approaches taken.

**MATH ACTIVITY G.38**  
**“INVESTING IN YOUR FUTURE”**  
**WORK SHEET**

**DIRECTIONS:** Use the chart below to solve the following problems:

| <b>Post-secondary Option</b>          | <b>Cost</b>           | <b>Notes</b>   |
|---------------------------------------|-----------------------|--|
| Community College                     | \$35.00 per sem. hr.* | Used for associates degree, certificate programs, or 1st two years of a 4 yr. degree |
| Technical School                      | \$35.00 per sem. hr.  | Used for associates degree and certificate programs                                  |
| 4 Year College or University (public) | \$55.00 per sem. hr.  | Baccalaureate degree with major and minor  |
| Proprietary School                    | \$16,000              | Cost for 18 months, certificate is offered   |
| Graduate School (public)              | \$70.00 per sem hr.   | Masters or doctorate degree  |
| College or University (private)       | \$225.00 per sem. hr. | Baccalaureate, masters and doctorate degree  |

\*Semester hour

These costs reflect prices a person might expect to see. Actual costs will vary from institution to institution.

1. Tomas is attending a technical school taking of full load of 15 semester hours per semester for two years. Monique is attending a proprietary school for 18 months. How much more tuition does Monique pay than Tomas?

2. Most college semester courses earn “3 semester hours” of credit. If a student takes 5 courses the first semester and 6 courses the second semester, how much more tuition does he/she pay if they attend a private college instead of a public college?

3. Melissa attended Community College for her first two years earning 66 semester hours of credit. She continued at a public 4 year college. When she graduated with her baccalaureate degree, she had accumulated a total of 135 semester hours. She then went on for two and one half years taking 72 hours to earn her master’s degree at a public graduate school. What is the total cost of Melissa’s tuition?

4. Stephen is working his way through college while receiving help from his parents. He has no savings or scholarship money. He attends a four year public college, taking 15 hours per semester and working full time during the summer. Stephen is still living at home so there are no dorm costs. Books and fees cost approximately \$300.00 per semester.

- a. What is the cost of tuition, books and fees per semester? Per year?



- b. What is the monthly cost for a year's enrollment of school?  
(Cost is spread out over 12 months.)

- c. By working full time during the three summer months, Stephen is able to set aside \$300.00 per month for school. How much more is needed for his year in school?

- d. During the school year, Stephen works part-time and doesn't earn a lot of money, but he is able to set aside \$40.00 per month (for each of the nine months of school) for school expenses. His parents have promised to contribute as they are able. How much must his parents contribute each year so that school expenses are met?

- e. How much must Stephen's parents set aside each month for 12 months to contribute their part for the year?

- f. One year, Stephen received a \$1,000 scholarship. He decided to reduce the amounts he and his parents were setting aside each month. He reduced his summer contributions to \$150.00 per month and his school monthly contributions to \$20.00 per month. What amount does his parents need to contribute for the year?

- g. If this were your situation, how would you change the amounts set aside each month? (The total must pay for the year of college.)

1. Savings or scholarship (per year):

2. Your contribution during the 3 summer months:

3. Your contribution during the 9 school months:

4. Your parent's monthly contribution:

**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**    Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1.    What is the purpose of an employee training program?

2.    What is a certificate program?

3.    What is an apprenticeship training program?

4.    What is a community college or junior college?

5.    What is a technical school?

6. What is a proprietary school?

7. What is a four-year college or university?

8. What are the steps that one should follow when applying to a post-secondary school?

9. What are standardized tests?

10. What are the 3 types of financial aid?

11. Does every college and university accept transfer students?

12. Why is it so important that a two-year school be accredited?

13. Why might a course be approved for transfer credit by one four-year school but not by another?

14. What happens to your credits if you change majors?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What is the purpose of an employee training program?
  - It is designed to aid employees in doing their job or for the employee's career development
2. What is a certificate program?
  - It is a short term training program designed to provide a limited degree of specialization, such as nurse aid training
3. What is an apprenticeship training program?
  - They are generally offered through various labor organizations
  - The apprentice works in the craft area as well as attends apprenticeship school
4. What is community college or junior college?
  - They offer two-year associate degrees
  - Sometimes they are referred to as two-year colleges because they offer the first two years of the four-year college degree
5. What is a technical school?
  - They can be both public or private
  - They generally specialize in a limited number of curriculum areas
6. What is a proprietary school?
  - These are schools that are in the business to make a profit
  - These schools are usually highly specialized schools with a very limited curriculum

7. What is a four-year college or university?
  - These schools can be public or private
  - These schools offer work leading to a four-year undergraduate degree called a baccalaureate degree.
  - Admission requirements are usually higher than the community college
  
8. What are the steps that one should follow when applying to a post-secondary school?
  - Collect and review the information about the school and major from the catalog, Internet or by visiting the school
  - Review the requirements for admission as well as the major
  - File an application as early as possible before the deadline
  - Follow up on the application after 30 days
  
9. What are standardized tests?
  - These are tests used by most colleges and universities to help evaluate a student's readiness for admission or to place them in appropriate courses
  - The ACT and SAT are the most common
  
10. What are the 3 types of financial aid?
  - Scholarships (also known as grants or gift aid); loans; and student employment
  
11. Does every college and university accept transfer students?
  - Most four-year schools accept transfer students, but some more than others
  
12. Why is it so important that a two-year school be accredited?
  - Four-year colleges and universities accept transfer credit only from accredited schools

13. Why might a course be approved for transfer credit by one four-year school but not by another?
- Because school policies vary
14. What happens to your credits if you change majors?
- Some courses taken may not be used in the new major



**ANSWER KEY**  
**READING ACTIVITY**

**THE NEXT GENERATION RERUN:**

1. Federation High School
2. Starla Venutia
3. Martial arts
4. John Luke and Beverly; Deanna and Will
5. Will
6. Deanna
7. Gordie
8. Datah
9. Proprietary
10. Class chanted, "We're number one, we're number one!"

**ON THE OTHER CHANNEL:**

- Answers will vary

**ANSWER KEY**  
**MATH ACTIVITY**

1. \$13,900.00
2. \$5,610.00
3. \$11,145.00
4.
  - a. \$1,125.00, \$2,250.00
  - b. \$187.50
  - c. \$1,350.00
  - d. \$990.00
  - e. \$82.50
  - f. \$620.00
  - g. answers will vary