Proposed Conceptual Framework
For Jobs/College Challenge

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ABSTRACT

This article provides a conceptual framework that outlines the process for establishing job and college goals, assessment, and tracking of students after high school. The American economy demands a more educated and skilled workforce. As educators, we must prepare our students for the future by encouraging them to participate in college preparation activities and learn job skills while still in high school. Students, especially those at risk, can be helped with the transition from high school to the workforce or college by implementing a specifically designed program such as the "Conceptual Framework for Jobs/College Challenge" during their secondary education. It is the hope of the authors that this framework, utilized in high school, will encourage and help students, especially those at risk to enter the workforce or college in larger numbers. They, in turn, will strengthen the economy and thus become a more productive citizen.

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STANDING COMMITTEE

ADMINISTRATION

- School Board
- Superintendent
- Principal
- Vice Principal
- Counselors
- Special Education
- Regular Education
- Parents
- Other

COMMUNITY COLLEGES

BUISNESS COMMUNITY

COLLEGES/UNIVERSITIES

JOBS / COLLEGE STUDENT

GRADE LEVEL

9th:_____
10th:_____
11th:_____
12th:_____

COMMUNITY ORGANIZATIONS

SETTING A CLEAR VISION

PREPARED MENTAL PICTURE (PMP)

- Immediate Goal(s)
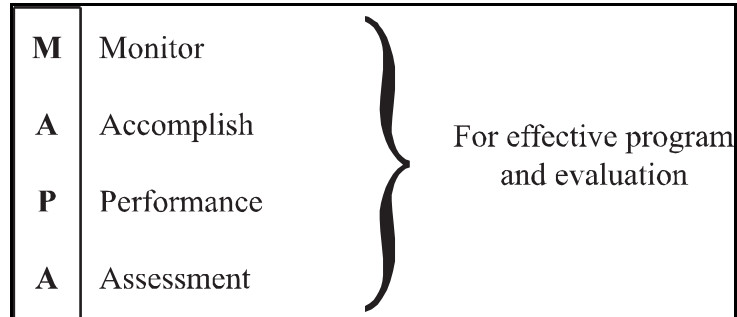- Realistic Goals(s)
- Visionary Goal(s)

PROCESS FOR ESTABLISHING JOBS & COLLEGE GOALS

- Identify General Goal(s)
- Prioritize Goal(s)
- Select Specific Goal(s)
- Identify People and Groups to Connect With
- List Obstacles

ESTABLISH A STUDENT PROFILE

- Assess career interests
- Highlight schools/programs that offer interest selected by the student
- Highlight careers that go with interest

ONGOING ASSESSMENT

M	Monitor	
A	Accomplish	} For effective program and evaluation
P	Performance	
A	Assessment	

SELECTION OF JOBS AND COLLEGE STUDENTS

Process:

- Criteria
- Personnel included in selection
- Notification of Student (why selected)
- Re-visit Process

Criteria for Teaching (Ongoing Process):

- Personnel Responsible
- Continuing Student
- New Student
- Conferencing Borderline Students

TRACKING STUDENTS AFTER GRADUATION

Criteria (How To):

- Postcard/Letter
- Telephone Interview
- Family Members
- Develop Student Survey

Personnel for Tracking:

•Counselor

•Business Community

•Community Organizations (Rotary—example)   } Roles/responsibilities

•Community College

•Colleges/Universities

Time of Tracking:

___6 mos.   ___1 yr.   ___18 mos.
___2 yrs.   ___30 mos.   ___3 yrs.

ESTABLISH JOBS AND COLLEGE ALUMNI

ACTIVITIES (varied)

Establish a "Challenge" Club at High School campuses to support academic and career goals. Members will invite guest speakers, plan field trips and review skills for the "workforce" and general information about college entry.

Suggested Skills

a. interview skills
b. public speaking
c. critical thinking
d. financial planning
e. job search strategies
f. workplace vocabulary
g. other

College Entry

a. federal financial aid programs
b. college admission
c. application process
d. other

VISIONARY GOAL(S)

Promote Jobs/College to other Schools

- Feasibility
- Personnel
- Contact Responsible Person (who)

LIST RESOURCES TO ACHIEVE GOAL(S)

DEVELOP A PLAN/TIMETLINE

Students indicate their schedule of classes (High School) to meet academic requirements for college.

RE-EVALUATE GOAL(S)   TARGETED AREAS

•Continue
•Define
•Vote for Adoption
•Monitor
•Drop

DEVELOP

Central Communications Goals Committee (CCGC)

•Network
•Draft Document
•Connect (Diverse Learners)
•Secretarial
•Plan/Advise
•Other

Establish Database

Develop Transitional Jobs and College Handbook

Mentor (Key)

___Orientation   ___Training (2 times per year) ___Handbook (develop)

Establish Jobs/College Accountability Report Card (Annual)

JOBS & COLLEGE – PLANNING TIMETABLE (SAMPLE)

Objective	Activity	Target Dates	Responsible Person	Assessment

Notify Students/Parents/Guardians in Advance.