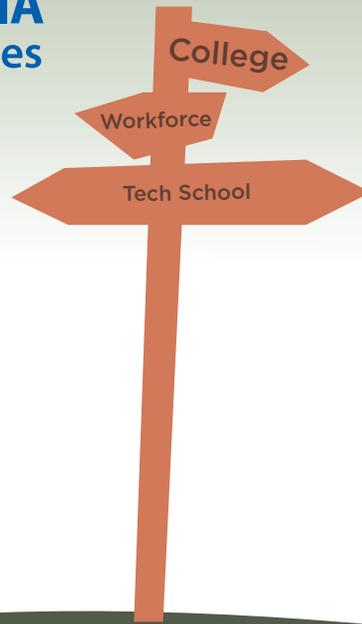




UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



Publication 8686 - October 2021
<http://doi.org/10.3733/ucanr.8686>



PATHWAYS TO YOUR FUTURE

*Managing and preparing for after high school
education/training and careers*

GRADES 9 - 12

TABLE OF CONTENTS

Introduction

Module 1: Envision Your Future

Module 2: Use GPS to Find Your Way

Module 3: Develop a Growth Mindset

Module 4: How Do I Get There from Here? Do I Have to Go Somewhere Else to Start?

Module 5: The Map to Your Final Destination

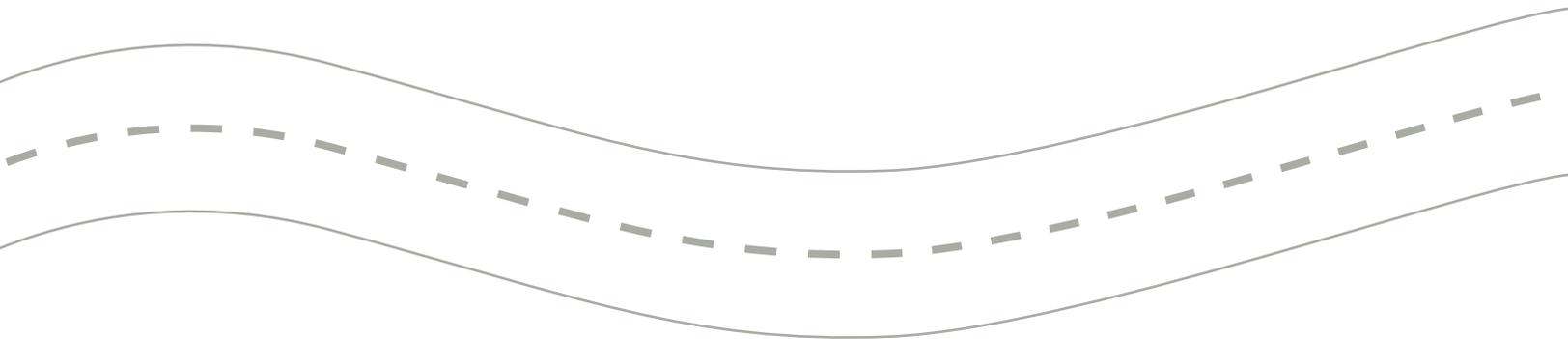
Notes Pages

Appendix A—Curriculum Materials

Appendix B—Templates and Support Materials

Appendix C—Resources

Appendix D—Parent/Guardian Component



Authors: Shannon J. Horrillo, Claudia P. Diaz Carrasco, Lynn Schmitt-McQuitty, Darlene McIntyre, and Nathaniel W. Caeton - University of California, Agriculture and Natural Resources. Martin H. Smith - University of California, Davis

This research was financially supported by the University of California, Division of Agriculture and Natural Resources (UC ANR). We acknowledge the significant contribution of Cynthia Barnett, Gemma Miner, and Erica Cardey to the content of the curriculum; and thank Gemma Miner, Kari Stewart, Allison Gross, Rochelle Mederos, Michael Mederos, and Marc Larsen-Hallock for reviewing and offering suggestions to improve the curriculum throughout development, and Tamekia R. Wilkins for evaluating the program.

Author Note: Shannon J. Horrillo is now at the College of Agriculture, Biotechnology, and Natural Resources, University of Nevada, Reno, Extension.

INTRODUCTION

Welcome to the Pathways to Your Future program. We are excited to have you on this journey! Pathways to Your Future is a program to equip youth in grades 9 through 12 with the knowledge and skills to plan and manage their after high school education/training and career plans; prepare them for a successful after high school entrance into education/training and career programs; and increase the number of young people who attend after high school education/training and career entry programs. However, the career exploration modules (Modules 1 and 2) are developmentally appropriate for youth in grades 7 and 8 and may be used to introduce youth to careers or support existing efforts.

The curriculum is designed for use in school settings and out-of-school programs. Each module is aligned with the California Career Technical Education (CTE) Standards for Career Ready Practice, www.cde.ca.gov/ci/ct/sf/documents/ctescrpposter.pdf. The activities are organized around the teaching methods of experiential and inquiry-based learning. Experiential learning is a cyclical process where youth engage in an experience, construct meaning, and apply learning in a new situation. Reflecting on their experience distinguishes this learning approach from other hands-on learning. Inquiry-based learning helps youth build understanding through active exploration and questioning. The open-ended nature of questioning in this approach allows youth to construct their own knowledge.



Pathways to Your Future is designed to support young people in determining their individual pathway to success—whether that is vocational education, non-degree certificate programs, community college, entering the workforce, engaging in on-the-job training, or attending a 4-year institution of higher education. Collectively these options will be referred to throughout the curriculum as **after high school education/training and career entry programs**. The curriculum provides youth with skills and resources to turn their passions and interests into potential careers, while exploring various pathways for gaining the necessary skills and education needed to enter the workforce. The modules are scaffolded, building on one another, and are designed to be delivered in the order presented.

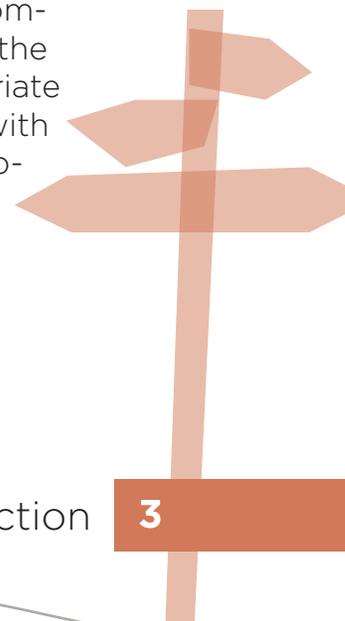
There is a parent/guardian component built into the curriculum (see Appendix D). All materials are available in English and Spanish. The parent/guardian component includes a Parent/Guardian Letter that should be sent to all parents/guardians before the program begins. The letter introduces caregivers to the program and provides a calendar of program activities. There is also an initial Parent/Guardian Orientation workshop designed to introduce parents/guardians to the program and the important role parents/guardians play in supporting and helping to shape youth plans after high school. After each module, there is a Parent/Guardian Information Handout for youth to take to their parent/guardian. The handouts are designed to help facilitate understanding, increase parent/guardian knowledge of content from the module, and provide tips for supporting youth.

Parents/guardians are encouraged to attend the education/training/career center tour(s) and the Myth Buster: Financing and Budgeting for Education/Training and Career Entry parent/guardian workshop. Hopefully, all parents/guardians will be able to attend the Final Destination Celebration at the end of the program to recognize their youth's journey and accomplishments.

The parent/guardian component is designed to increase parent/guardian understanding of how to encourage and support youth with their after high school education/training and career entry aspirations, the process to prepare for and apply to after high school education/training and career entry programs, and financial planning. Research indicates that parents/guardians are highly influential in youth's decisions to attend after high school education/training and career entry programs, so involving the parent/guardian in the program will likely result in the best outcomes for young people.

There are also Tips for Teens that accompany each module (see Appendix A). The tips are available in English and Spanish. These tips are designed to help support and empower youth to engage in conversations with their parent/guardian on topics from the program and create a shared understanding during each step of the after high school education/training and career entry process.

There are several resources in the appendices to support facilitating the delivery of the curriculum. Appendix A has handouts and curriculum materials referenced in the curriculum; Appendix B has template and support materials for the facilitator; Appendix C has other college and career exploration resources to enrich each module; and Appendix D is the parent/guardian component. Note that Pathways to Your Future was originally developed by the University of California Agriculture and Natural Resources 4-H Youth Development program to support 4-H youth in preparing to attend the University of California for their after high school education. If you are delivering the program to youth whose pathways are likely to include vocational education, non-degree certificate programs, community college, or entering the workforce, or you are delivering the program to youth in another state, you will need to find appropriate substitutions for some of the resources in Appendix C to align with the after high school education/training and career programs appropriate for those youth.



Program Goals

1. Equip young people with the knowledge and skills to plan and manage their after high school education/training and career plans
2. Prepare youth for a successful after high school entrance into education/training and career programs
3. Increase the number of young people who attend after high school education/training and career entry programs

Program Objectives:

1. Short Term (Knowledge, Attitudes and Awareness)
 - a. Connect academic and career aspirations to interests, skills, or talent (see the Targeting Life Skills model in Appendix B)
 - b. Explore after high school education/training and career entry options
 - c. Increase after high school education/training and career entry awareness
 - d. Increase after high school education/training and career entry knowledge
 - e. Increase interest in attending after high school education/training and
 - f. career entry programs
2. Medium Term (Behaviors, Decision Making):
 - a. Increase identification of individual pathways to after high school education/training and career entry programs
 - b. Increase the number of youth who plan to attend after high school education/training and career entry programs
 - c. Improve life skills (e.g., goal setting, critical thinking, communication, social skills, teamwork)
3. Long Term (Civic, Economic, Environmental, Social)
 - a. Apply to, be admitted to, and enroll in an after high school education/training and career entry program
 - b. Complete after high school education/training and career entry program

- c. Begin pathway to secure employment
- d. Economic prosperity
- e. Successful transition to adulthood

Program Audience

Youth in grades 9 through 12.

Recruitment flyer can be found in Appendix B.

Program Structure:

Five modules and each module is 3 hours. The program also includes one or more daylong education/training/career center tour(s). Each module can be completed in one session or multiple sessions. Suggested delivery schedules for the multiple-session format are included in Appendix B. There are Parent/Guardian Information Handouts (Appendix D) and Tips for Teens (Appendix A) that accompany each module.

The evaluation of the Pathways to Your Future program was completed with the modified version of the National 4-H Common Measures Tool for College and Career Readiness. If you are interested in using this tool and do not live in California, please visit <https://4-h.org/professionals/common-measures/>. If you are in California, please contact ca4h@ucanr.edu.

Program Outline:

1. Parent/ Guardian Letter (see Appendix D).
2. Parent/Guardian Orientation Workshop

Modules require preparation and printing. See the Getting Ready section of each module.

3. Session One: Envisioning Your Future

- a. Opening
- b. Build Safety and Relationships
- c. Help Youth Discover Their Spark
- d. The Path to Your Future
- e. Sharing, Processing, and Generalizing
- f. Concept and Term Discovery/Introduction
- g. Concept Application
- h. Career Exploration
- i. Summary and Evaluation

4. Session Two: Use GPS to Find Your Way

- a. Opening
- b. Group Sharing
- c. Explore Career Choices
- d. GPS—Show Me the Way!
- e. Sharing, Processing, and Generalizing
- f. Time Travels: Knowing What I Know Now, Do I Want to Revise My Personal Timeline?
- g. Concept and Term Discovery/Introduction
- h. Concept Application
- i. Career Exploration
- j. Education/Training/Career Center Tour Sign-Ups
- k. Summary and Evaluation

5. Session Three: Developing a Growth Mindset

- a. Opening
- b. Presentations
- c. Explore Education/Training/Career Program Admission Requirements
- d. It's All in My Mindset
- e. Sharing, Processing, and Generalizing
- f. Time Travels: Knowing What I Know Now, Do I Want to Revise My Personal Timeline?
- g. Concept and Term Discovery/Introduction
- h. Concept Application
- i. Career Exploration
- j. Summary and Evaluation

Modules 2, 3, and 4 include a panel of guest presenters. Education/training/career center tour(s) occur between Modules 3 and 4. The tour(s) are critical components of the program. To help ensure availability, schedule these during the program planning phase, in advance of starting the program.

6. Education/Training/Career Center Tour(s).
.....
7. Session Four: How Do I Get There from Here? Do I Have to Go Somewhere Else to Start?
 - a. Opening
 - b. Education/Training/Career Center Tour(s) Reflections
 - c. The Pathways Panel
 - d. Grinding with Grit
 - e. Sharing, Processing, and Generalizing
 - f. Time Travels: Knowing What I Know Now, Do I Want to Revise My Personal Timeline?
 - g. Concept and Term Discovery/Introduction
 - h. Concept Application
 - i. Career Exploration
 - j. Summary and Evaluation
8. Myth Buster: Financing and Budgeting for Education/ Training and Career Entry parent/guardian workshop
.....
9. Session Five: The Map to Your Final Destination
 - a. Opening
 - b. Exploring the Costs of Education/Training/Career Entry Programs
 - c. Personal Timeline Presentations
 - d. Sharing, Processing, and Generalizing
 - e. Reflection
 - f. Concept and Term Discovery/Introduction
 - g. Concept Application
 - h. Evaluation
 - i. Final Destination Celebration

See Appendix B for Education/Training/Career Center Tour Tips (for facilitator) to help you prepare for the tour and ensure youth have a positive experience.

The workshop is preferred, but for some parents/guardians a meeting with a high school guidance counselor that covers the information in the workshop may be a good alternative. It is important that every parent/guardian receives the information and has assistance in developing an after high school education/training and career entry financing and budgeting plan.

MODULE 1: ENVISION YOUR FUTURE

Time Required:

3 Hours

Materials Needed:

- Tables and chairs
- Flip chart paper/easel
- Colored markers
- Pens/pencils
- Roll paper, pre-cut into 5-foot sections, one section per participant
- Poster tubes to store timelines
- Digital camera
- Painter's tape
- Copy paper
- Pathways Program Book for each participant (three-ring binder with seven divider tabs):
 1. Program Goals and Objectives (Appendix A)
 2. Group Agreements and Expectations (Appendix A)
 3. Communities of Practice (Appendix A)
 4. Tour Schedules (schedules to be developed by facilitator)

Background Information

Module 1 will engage youth in activities that focus on creating a safe environment for learning and building relationships. Through hands-on activities, discussions, and interacting with others, youth will begin to identify their passion and goals for after high school education/training and career entry. Youth will participate in activities that allow them to learn about themselves and other members of the program by identifying their passions, contributions, successes, and ideas about the future.

The time indicated is a guide. Each facilitator will have to adjust according to the time available and number of youth participating. See Appendix B for a suggested delivery schedule of activities based on session length.

Goals of Module 1

1. Build safety and relationships.
2. Help youth discover their spark through the Personal Spark Shield activity. Youth will think about things that are important to them and may lead them to discover their spark.
3. Help youth begin to identify their unique pathway. Youth will develop a personal timeline to reach their education/training and career entry goals after high school and begin to identify ways in which their past experience may support these goals.
4. Help youth apply concepts learned. Youth will identify their passion and explore careers that are linked with their spark.

Life Skills Targeted

Decision Making, Critical Thinking, Goal Setting, Planning and Organizing, Keeping Records, Communication, Cooperation, Social Skills, Nurturing Relationships, Marketable Skills, Teamwork

California Career Technical Education (CTE) Standards for Career Ready Practice Addressed

- 2: Communicate clearly, effectively, and with reason
- 3: Develop an education and career plan aligned with personal goals
- 5: Utilize critical thinking to make sense of problems and persevere in solving them
- 9: Work productively in teams while integrating cultural and global competence
- 11: Employ valid and reliable research strategies

3-hole punch all handouts for youth to put in their Pathways Program Book.

1. Program Calendar (calendar to be developed by facilitator)
2. Participant List (to be developed by facilitator)
3. Notes (white copy paper provided to participants)
- 3-hole-punched handouts for youth to put in Pathways Program Book:
 - » Parent/Guardian Information Handout—Module 1 (English and Spanish; Appendix D)
 - » Tips for Teens—Module 1 (English and Spanish; Appendix A)
- Sign-In Sheet (Appendix B)
- Computers (for Concept Application)
- AV equipment (optional, depending on facilitator preference)
- Photo release (if required by agency or school)
- Materials from relevant education/training and career entry programs suggested in Appendix C—Module 1: Envision Your Future

Concept & Vocabulary

Spark: A spark is something inside a person that gets them excited. It is something that makes them want to jump out of bed in the morning. A spark is the thing that gives people meaning and is something used to make a positive difference in the world. It may be an interest, skill, quality, or talent (Benson 2008, p. 11).

Goal Setting: Goal setting involves establishing SMART goals that are Specific, Measurable, Achievable, Realistic, and Time targeted. Work on the theory of goal setting suggests that it is an effective tool for making progress by ensuring youth are clearly aware of what is expected from them. On a personal level, goal setting helps people work toward their own goals, such as financial- or career-based goals.

Post-Secondary Education: This is the stage of learning that occurs at universities, academies, colleges, seminaries, and technical schools and at collegiate-level institutions, such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications.

Community of Practice: A community of practice is comprised of people who “share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger et al. 2002, p. 4).

Getting Ready

- Send Parent/Guardian Letter before the program begins
- Arrange for snacks or food to be delivered or provided (if appropriate)
- Secure adequate room accommodations
- Acquire materials
- Reserve AV equipment (if needed)
- Organize room for discussions and activities
- Print materials
- Prepare a Pathways Program Book for each participant
- Determine education/training/career center tour(s) locations, dates, and times
- Write the Concept Application homework assignment on the flip chart if not covering in class
- Prepare or use the prepared list of websites for further career exploration

Opening

- Have youth sign in.
- Welcome youth.
- Provide a brief overview of the goals for Module 1.
- Review and discuss Group Agreements and Expectations (Appendix A). Discuss how group agreements will be upheld by the group members (e.g., gentle reminders, hang loose sign).
- Mention you will review the group agreements at each session.

Guided tours with near-peers are recommended and can be scheduled online.

Procedure (Experiencing)

Goal 1

Goal I: Build Safety Relationships
20 - 30 minutes
Suggested Grouping: Large Group

1. In a large group, complete the following ice breaker:
 - Give each participant a blank sheet of paper.
 - Have youth write three things about themselves on the piece of paper, but not their name.
 - Have youth crumple the paper into a “snowball” and have a 1-minute snowball fight.

- When the time is up, have everyone grab the closest snowball, read the three things written, and try to find the person who made that snowball.
 - Have youth introduce their person by sharing their name and the three facts.
2. Have each person share about themselves. Consider the following:
 - Name
 - Year in School
 - Plans after high school
 3. Hand out a Pathways Program Book to each participant.
 4. Break the group into five teams and assign each team a portion of the Pathways Program Book to review and share with the group. Be sure the following sections are shared:
 - Program Goals and Objectives
 - Group Agreements and Expectations
 - Communities of Practice
 - Tour Schedules
 - Program Calendar

Youth will use tab 7 in their Pathways Program Book as their journal. Encourage youth to record ideas, notes, thoughts, and questions.

Goal 2

Goal II: Help Youth Discover Their Spark
 30 - 40 minutes
 Suggested Groupings: Individuals and Small Groups

1. Have youth complete the Personal Spark Shield activity.
 - In the Notes section of your Pathways Program Book, draw an outline of a very large shield on a sheet of paper. Use your creativity to design the shape of your shield. Have the shield fill the page, to the edges, so you have room to draw inside it.
 - Divide your shield into four separate spaces.

Ask the first of the four questions and explain how youth should draw their answers:

- What are the things you are passionate about?
- In the upper left section of your shield, draw a picture or symbol of your ideas. If you cannot think of a picture or symbol, you can write words.

Allow at least 5–8 minutes for youth to think about and draw their ideas. Then ask the remaining questions, allowing youth 5–8 minutes after each question to draw their answers.

- Upper Right: What are things that excite you?
- Lower Left: What are activities that matter to you?
- Lower Right: What are talents and skills you have?

When the shields are complete, give youth 2–3 minutes to reflect about their shield and have youth share items from their shield. Tell youth the items on their shield (passions, excitements, activities, and talents) are their “sparks.”

2. Divide the youth into groups of three. Have youth share and discuss the following:

- Things that “light your fire”
- Get you excited
- Tap into your passions
- Ways you can express your passion
- Ways you help your community

Goal 3

Goal III: The Path to Your Future

30 - 40 minutes

Suggested Grouping: Individuals

1. Begin the session by sharing with the youth information about the timelines.

- Throughout the course of the Pathways to your Future program, you will be mapping out your timeline for reaching your after high school education/training/career goals.
- The timeline will be a work in progress and will likely change as you learn new information during this program or choose to pursue different goals.

2. Provide each participant with a section of roll paper.

- Explain that this paper is for their timeline, which starts from this moment and goes to the time when they hope to begin their after high school education/training/career plans.

- Ask each participant to select one colored marker. Have them record their name and today’s date in the upper right corner of their paper.
- Have each participant draw a horizontal line in the center of their paper all along its length. The line represents the time between now and the start of their after high school education/training or career entry program.
- Have youth record the date they plan to graduate high school on an appropriate place on the timeline.
- Have youth record the date they hope to begin their after high school education/training/career plans.
- At the end of the line—at the far right—ask youth to draw a picture or write a career they are interested in.
- Have youth plot and label on the timeline what they need to do between now and the end date to reach their goal.



Once tasks are placed on the timeline, have youth record experiences, people they know, and other resources that may help them complete that task.

3. Goal timeline sharing and documentation:

- Ask for volunteers to share their timeline and their development process.
- Take photos of each youth and their timeline and keep them. Repeat this process at the end of each module.

Photos provide visual progress in planning and preparing each youth for their after high school pathway and in their life skills development. This is a form of embedded assessment.

Sharing, Processing, and Generalizing

15 - 25 minutes

Suggested Grouping: Large Group

1. Engage youth in a debrief discussion and sharing session with these questions:

What Happened?

- Please explain what you discovered that was important to you.
- Discuss how it felt to develop the timeline.

So What?

- Share why you think it is important to identify your sparks.
- Describe how you think identifying your unique pathway will help you reach your goal.

Now What?

- Share one step from your timeline you feel will be the most difficult to achieve and how you hope this program will assist with that.

Concept and Term Discovery/ Introduction

5 - 10 minutes

Suggested Grouping: Large Group

Check with youth to ensure the following terms and concepts have been discovered during their exploration, or introduce them:

- Spark
- Goal Setting

The goal is to have the youth develop an understanding of the concepts through their explorations and define the terms using their own words.

Concept Application

The concept application may be done as a post-session activity/homework. Have the post-session activity written on the flip chart. Ask the youth to write the assignment in the Notes section of their Pathways Program Book. Consider the setting and youth's access to their community of practice teammates outside of the session/class and to computers.

Goal 4

Goal IV: Career Exploration

45 - 60 minutes

Suggested Grouping: Small Groups

List different careers from various fields on flip charts to encourage further exploration. Include a list of websites for youth to explore careers further.

1. Ask youth to identify 10 careers in their Notes that link to a spark they have identified or things that they are passionate about. To help broaden their thinking and knowledge on the diversity of disciplines that might link to their spark, walk around the room and prompt youth to consider careers in the following areas:
 - Agriculture, biology, and physical sciences, welding, electronics, auto mechanics, computer science, education, cosmetology, construction, day care, environment, health and medicine, international business, government, law and public policy, architecture, urban planning or environmental design
2. Have youth form communities of practice by selecting three or four other youth to work with.
 - In their community of practice, have youth share the types of careers connected to their sparks, and how they made the “spark to career connection.”
 - Visit the communities of practice to understand the processes youth used to develop their “spark to career connection” and to understand their decision-making process by observing their sharing.
 - Encourage members of each community of practice to provide feedback and share other career opportunities linked to identified sparks.
 - Once all members of the community of practice have completed their sharing, ask each youth to circle two or three careers listed in their Notes that they would like to explore further.

- Instruct youth that for the next session they are to develop a presentation on two or three careers they identified in their “spark to career connection.”
 - Their presentation should answer the question: “What’s your passion and how have your past experiences helped you identify and/or develop your passion?”
 - Presentations can use any medium (e.g., poster, speech, etc.).

Summary and Evaluation

3-5 minutes

Suggested Grouping: Large Group

- Conduct an evaluation of the session.
 - On flip chart paper, create two columns with headers + and Δ. The “+” signifies what worked well and the “Δ” what could be improved.
 - Ask youth what worked well and what could be improved.
 - Record their comments in the appropriate columns

Use this activity to summarize the session and gain information for future delivery.

Use this activity to summarize the session and gain information for future delivery.

- Provide youth with the following handouts:
 - Parent/Guardian Information Handout—Module 1

Explain that the Parent/Guardian Information Handout is designed to provide parents/guardians with information on what youth learned during this module and how to help support them through the after high school education/training/career exploration process.

- Tips for Teens Handout—Module 1
 - Explain that the Tips for Teens are designed to help support youth in having conversations with their parent/guardian on topics discussed in the program.
- Remind youth of the following items for the next session:
 - Next session date
 - Next session topics
 - Next session responsibilities
 - Bring their Pathways Program Book to the next session

References

Benson, P. L., and P. C. Scales. 2009. The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology* 4(1): 85-104. <https://doi.org/10.1080/17439760802399240>.

Wenger, E., R. A. McDermott, and W. Snyder. 2002. *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press.

MODULE 2: USE GPS TO FIND YOUR WAY

Time Required:

3 Hours

Materials Needed:

- Tables and chairs
- Flip chart paper/easel
- Colored markers
- Pens/pencils
- Digital camera
- Timelines
- Sign-In Sheet (Appendix B)
- Parent/Guardian Information Handout—Module 2 (English and Spanish; Appendix D)
- Tips for Teens—Module 2 (English and Spanish; Appendix A)
- Materials from relevant education/training and career entry programs suggested in Appendix C—Module 2: Use GPS to Find Your Way
- AV equipment (optional, depending on presentations and facilitator preference)
- Computers (for Concept Application)

Background Information

In Module 1, youth made a timeline that illustrates their pathway to after high school education/training and careers. They were introduced to the concept of sparks. In this module, youth will learn goal management skills using the “GPS” model. Goal management is important because it is a lot easier to get somewhere when you know where you are going, how you are going to get there, and what you are going to do when things get in your way. Goal management skills will increase the likelihood that youth will reach their destination.

The time indicated is a guide. Each facilitator will have to adjust according to the time available and number of youth participating. See Appendix B for a suggested delivery schedule of activities based on session length.

Goals of Module 2

1. Continue encouraging youth to explore their passions and how past experiences helped them identify and/or develop their passions.
2. Present processes for youth to use in choosing a career. Youth will receive resources and assessment tools to help identify careers that fit their interests and skills.
3. Present different educational pathways for youth to achieve their career aspirations.
4. Help youth set meaningful, realistic, stretching goals using the GPS goal management model. Goal management skills will increase the likelihood that youth will reach their goals.

Goals of Module 2

5. Have youth revisit their individual timeline so they can make possible changes based on new information. Armed with new information, youth may choose to modify their timeline drastically, moderately, or not at all!
6. Help youth apply concepts learned. Youth will continue to explore after high school education/training and career options that relate to their sparks and identify related institutions, requirements, and careers.
7. Complete the sign-up for education/training and career center tours.

Concept & Vocabulary

Community College: A public institution of higher education that is characterized by a 2-year course of study leading to either an associate degree or transfer to a 4-year college.

College/University: An institution of higher learning that provides a 4-year, undergraduate bachelor's degree in liberal arts, science, or both. Some colleges/universities also offer graduate programs (master's degrees, doctoral degrees) and/or professional programs (e.g., medical degrees, law degrees).

Technical and Vocation College: Higher education institutions that offer certificates and 2-year degrees that provide preparation for specific types of employment such as culinary arts, photography, audio technology, web development, graphic design, etc.; may be public or private.

Goal Setting: Goal setting involves establishing SMART goals that are Specific, Measurable, Achievable, Realistic, and Time targeted. Work on the theory of goal setting suggests that it is an effective tool for making progress by ensuring youth are clearly aware of what is expected from them. On a personal level, goal setting helps people work toward their own goals, such as financial- or career-based goals.

Goal: A desired result or end point.

Concept & Vocabulary (continuation)

Strategy: A plan of action designed to achieve a particular goal. A strategy often includes when, where, and how. One strategy can be used to achieve multiple goals.

Goal Management: The ability to effectively utilize goal-setting skills to manage the process of reaching a goal or goals.

Goal Management Model: A model with defined steps to guide in the selection and management of goals. GPS is a goal management model that has three defined steps: Goal Selection (G), Pursuit of Strategies (P), and Shifting Gears (S).

Goal Selection, “G”: A public institution of higher education that is characterized by a 2-year course of study leading to either an associate degree or transfer to a 4-year college.

Pursuit of Strategies, “P”: Determine what is the best way to move toward the goal. Strategies should be specific about when, where, and how each step will be taken. Importantly, one strategy can be used to achieve multiple goals.

Shifting Gears, “S”: Decide on other options when obstacles get in the way of reaching goals or achieving strategies.

Life Skills Targeted

Decision Making, Critical Thinking, Goal Setting, Planning and Organizing, Keeping Records, Communication, Cooperation, Social Skills, Marketable Skills, Teamwork

California Career Technical Education (CTE) Standards for Career Ready Practice Addressed

2: Communicate clearly, effectively, and with reason

3: Develop an education and career plan aligned with personal goals

5: Utilize critical thinking to make sense of problems and persevere in solving them

9: Work productively in teams while integrating cultural and global competence

Getting Ready

- Contact guest speakers and advise them on specific presentation content
- Secure adequate room accommodations
- Acquire materials
- Reserve AV equipment (if needed)
- Organize room for discussions and activities
- Print materials
- Arrange for snacks or food to be delivered or provided (if appropriate)
- Create sign-up sheet for tours (use information in Tour Schedule Information Sheet, Appendix B)
- Write the Concept Application homework assignment on the flip chart if not covering in class

Opening

- Have youth sign in.
- Welcome youth. Introduce guest speakers, youth, and other guests.
- Provide a brief overview of the goals for Module 2.
- Review group agreements and check in on how the group is doing with meeting them. Are there any changes (e.g., additions) the group would like to make?

Procedure (Experiencing)

Goal 1

Goal I: Group Sharing

20 - 30 minutes

Suggested Grouping: Small Groups

1. Have youth gather into their community of practice group from the previous session.
 - Pair each community of practice group with another community of practice group and ask youth to share what they have prepared to answer the question: “What’s your passion and how have your past experiences helped you identify and/or develop your passion?”
 - Remind youth to mention two or three careers that are linked to their sparks.
 - Once they have all shared their presentations, pair each community of practice group with a different group, and have them share again.

Repeat this process, so each community of practice group meets with three other community of practice groups.

Goal 2

Goal II: Explore Career Choices

30 - 40 minutes

Suggested Grouping: Large Group

1. Introduce the career counselor/advisor panelists.
 - Confirm the topics for discussion:
 - » How to choose a career
 - » Resources and assessment tools to help identify careers that fit individual interests and skills
 - » Different educational pathways to achieve career aspirations
 - Panelists may also want to discuss the role of extracurricular activities, community service, internships, volunteering, and other opportunities as a good way to identify potential career options.

Remind the panelists ahead of time to introduce any vocabulary or terms that the participants may be unfamiliar with.

- One by one, have the panelists talk about the following. Have prompts ready in case a panelist forgets to address one of the topics:
 - » How they chose a career
 - » Why they chose the route they took
 - » Changes they made along the way
 - » What changes they now wish they had made

Emphasize there will be differences of opinions, so there are no “right” or “wrong” answers.

2. Once the panelists have finished their remarks, move on to a large-group question and answer session.

Interactive discussions are encouraged during the panel.

3. Provide an additional 5-10 minutes to allow youth to approach specific panelists for additional questions and for journaling in their Notes.

Goal 3

Goal III: GPS - Show Me the Way!

20 - 25 minutes

Suggested Groupings: Large Group and Pairs

Activity adapted from the Thrive Foundation for Youth (2010. Step-it-up-2-thrive theory of change. Menlo Park, CA: Thrive Foundation).

1. In a large group, ask youth to describe what GPS is used for and how it helps us in our everyday lives.
 - Explain that just like the GPS navigational device we have on our phones or in our cars, a good goal management system can help us navigate through life to reach our destination. And, in fact, researchers have helped us simplify the goal management process by breaking it down into three steps:
 - » G Goal Selection—“Where do I want to go?”
 - » P Pursuit of Strategies—“What is the best way to get there?”
 - » S Shifting Gears—“How do I compensate when the road gets rough?”

- Explain that if a goal is designed well, it improves your chances to get where you want to go. The goal should stretch you, be demanding, yet also realistic. Think of a rubber band. If you stretch the rubber band too much, it breaks. If, on the other hand, the rubber band is not stretched at all, then it is useless. A good goal is similar to a rubber band that is stretched just right—there is enough tension, but it does not break.

Demonstrate the concept of a good goal by using a rubber band.

2. Ask youth to describe the difference between a goal and a strategy. Have a few youth give examples of goals. If youth give an example that represents a strategy, correct any misconceptions by asking what they hope to accomplish. And when they name a goal, confirm that that's the goal and the initial answer is the strategy.
3. Have youth access their timelines.
 - Ask youth to go through their timeline and identify which steps are goals and to mark those items with a "G," and identify which steps are strategies and to mark those items with a "P."
 - There may be multiple mini-goals on their timeline as often goals are so big it is easier to break them down.
4. Have each youth find a partner and share their timeline, goals, and strategies.
5. Have youth record in their Notes a few obstacles or challenges that could get in the way of them achieving their goal.

Sharing, Processing, and Generalizing

15 - 25 minutes

Suggested Grouping: Large Group

1. Engage youth in a debrief discussion and sharing session with these questions:

What Happened?

- Share something new you learned from our guest speakers.
- Please describe why it was either difficult or easy for you to distinguish between strategies and goals on your timeline.

So What?

- Share why you think it is important to develop and practice goal management skills.
- Describe how you will know if you need to shift gears in the face of obstacles and challenges.
- Describe how the GPS model and what you have learned will help you reach your goal.

Now What?

- Take a moment and think of another aspect of your life where the GPS model can be used to help you reach your destination (goal).
- In your Notes, write down how you can use the GPS model to help you reach your career aspirations

Goal 4

Goal IV: Time Travels: Knowing What I Know Now, Do I Want to Revise My Personal Timeline?

10 - 15 minutes

Suggested Grouping: Individuals

1. Ask youth to revisit their timeline.
 - Based on your new knowledge, identify adjustments needed for your timeline.
 - On your timeline, list three or four strategies needed to reach each goal.

Youth may find it beneficial to use a different color marker than they used in the first session, so they can see the progression of their timeline work.

Provide youth with time to reflect individually upon their timeline and make any changes they would like.

Take a photograph of each participant's timeline after modifications have been made. Be sure the photograph shows the details of the timeline.

Concept and Term Discovery/Introduction

5 - 10 minutes

Suggested Grouping: Large Group

The goal is to have the youth develop an understanding of the concepts through their explorations and define the terms using their own words.

1. Check with youth to ensure the following terms and concepts have been discovered during their exploration, or introduce them:

- Community College
- College
- University
- Technical School
- Career College
- Goal Setting
- Goal
- Strategy
- Goal Management
- Goal Management Model (GPS)
- Goal Selection, “G”
- Pursuit of Strategies, “P”
- Shifting Gears, “S”

Concept Application

The concept application may be done as a post-session activity/homework. Have the post-session activity written on the flip chart. Ask the youth to write the assignment in the Notes section of their Pathways Program Book. Consider the setting and youth’s access to their community of practice teammates outside of the session/class and to computers.

**Goal
5**

Goal V: Career Exploration

45 - 60 minutes

Suggested Grouping: Large and Small Groups

See resources in Appendix C.

1. Give youth time to think about and adjust the list of 10 careers they identified in their Notes.
 - Ask youth if their list of 10 careers needs to be modified based on what they've learned.
 - Provide youth with time to adjust their lists.
2. Have youth revisit the two or three careers circled in their Notes.
 - Ask youth if these careers are still those that interest them the most. If not, they should star the two or three that interest them the most.
3. Have youth form new communities of practice by selecting three or four other youth with similar sparks to work with.
 - Have youth share with their community of practice the 10 careers listed in their Notes and to identify which ones are circled or starred.
 - Have the communities of practice discuss/share educational pathways needed to support entry into those careers:
 - » G Goal Selection—"Where do I want to go?"
 - » P Pursuit of Strategies—"What is the best way to get there?"
 - » S Shifting Gears—"How do I compensate when the road gets rough?"
 - Youth should record the recommendations from their community of practice in their Notes.
4. Prepare youth for the next session:
 - Ask each community of practice to prepare a 5-minute presentation for the next session on what they've learned.
 - In their Notes, ask youth to write questions they have about after high school education/training and career admission requirements. They will have an opportunity to ask the guest speakers these questions during the next meeting.

Goal 6

Goal VI: Education/Training/Career Center Tour Sign-Ups
3 - 5 minutes
Suggested Grouping: Large Groups

Encourage youth to sign up for more than one tour.

1. Introduce the tour dates.
 - Have youth sign up for tours.
 - Arrange car pools for tours.

Summary and Evaluation

3-5 minutes
Suggested Grouping: Large Group

1. Conduct an evaluation of the session.
 - On flip chart paper, create two columns with headers + and Δ. The “+” signifies what worked well and the “Δ” what could be improved.
 - Ask youth what worked well and what could be improved.
 - Record their comments in the appropriate columns

Use this activity to summarize the session and gain information for future delivery.

2. Provide youth with the following handouts:
 - Parent/Guardian Information Handout—Module 1

Explain that the Parent/Guardian Information Handout is designed to provide parents/guardians with information on what youth learned during this module and how to help support them through the after high school education/training/career exploration process.

3. Remind youth of the following items for the next session:
 - Next session date
 - Next session topics
 - Next session responsibilities
 - Bring their Pathways Program Book to the next session

MODULE 3: DEVELOP A GROWTH MINDSET

Time Required:

3 Hours

Materials Needed:

- Table and chairs
- Flip chart paper/easel
- Colored markers
- Pens/pencils
- Digital camera
- Index cards
- Timelines
- Sign-In Sheet (Appendix B)
- Parent/Guardian Information Handout—Module 3 (English and Spanish; Appendix D)
- Tips for Teens—Module 3 (English and Spanish; Appendix A)
- Handouts from guest speakers on relevant education/training and career entry programs
- Materials from Appendix C—Module 3: Develop a Growth Mindset that support the handouts provided by guest speakers
- Timer or bell
- AV equipment (optional, depending on presentations and facilitator preference)
- Computers (for Concept Application)

Background Information

In Module 2, youth learned a new goal management model, “GPS”, and practiced goal management skills. In this module, youth will focus on developing a growth mindset. Youth will learn that through hard work, effort, and persistence, goals can be reached. They will learn how to choose a career, explore different career options, and explore what education/training or career entry program may be necessary.

The time indicated is a guide. Each facilitator will have to adjust according to the time available and number of youth participating. See Appendix B for a suggested delivery schedule of activities based on session length.

Goals of Module 3

1. Have youth share the careers, educational pathways, majors, and post-secondary institutions that they explored and the information they learned.
2. Invite an admissions advisor and young adults who are in education/training/career entry programs (ideally alumni from the program or school) to the session as guest speakers.
3. Help youth learn about education/training/career program admissions. Young adults will share their experiences, tips, and words of wisdom.

Admissions advisors work at education/training/career centers to recruit students, assist students with admission paperwork, and conduct outreach programs. Some high schools hire admissions advisors to assist students with admissions processes.

Goals of Module 3

4. Have youth practice applying a growth mindset to challenges that may get in the way of reaching their goals.
5. Have youth revisit their timeline to make possible changes based on new information. Armed with new information, youth may choose to modify their timeline drastically, moderately, or not at all!
6. Help youth apply concepts learned. Youth will deepen their understanding of how to select an education/training/career entry program to ensure it is a good fit for them.

Concept & Vocabulary

Admission Requirements: The process through which youth enter education/training/career programs by submitting an application that is evaluated according to the institution's criteria. Requirements vary from institution to institution.

Financial Aid: Funding intended to help youth pay for education/training/career program expenses, including tuition, fees, room and board, books, and supplies while attending an institution of higher education. There is merit- and need-based aid.

Transcripts: A printed or electronic record of a student's academic work, which includes among other information grades, courses taken, transfers, degrees, and honors. Transcripts are required for admission into education/training/career programs.

SAT: The SAT reasoning test is a standardized test for university and college admissions in the United States. Taking the SAT or ACT is required for first-year entry to many universities in the United States.

ACT: The ACT is a standardized test for high school achievement. Taking the ACT or SAT is required for first-year entry to many universities in the United States.

Concept & Vocabulary

Growth Mindset: A growth mindset is a belief that abilities and personality can grow with challenge. Having a growth mindset allows people to approach challenges with effort, try alternate strategies, and seek help. Youth who have a growth mindset believe that through sustained effort, even in the face of a challenge, they can learn and improve.

Goal Selection, “G”: Determine the desired result or end point for a chosen aspect of life.

Pursuit of Strategies, “P”: Determine what is the best way to move toward the goal. Strategies should be specific about when, where, and how each step will be taken. Importantly, one strategy can be used to achieve multiple goals.

Shifting Gears, “S”: Decide on other options when obstacles get in the way of reaching goals or achieving strategies.

Life Skills Targeted

Decision Making, Critical Thinking, Goal Setting, Planning and Organizing, Keeping Records, Communication, Cooperation, Social Skills, Marketable Skills, Teamwork, Self-Motivation, Self-Esteem

California Career Technical Education (CTE) Standards for Career Ready Practice Addressed

1: Apply appropriate technical skills and academic knowledge 2: Communicate clearly, effectively, and with reason

3: Develop an education and career plan aligned with personal goals

5: Utilize critical thinking to make sense of problems and persevere in solving them 9: Work productively in teams while integrating cultural and global competence

10: Demonstrate creativity and innovation

11: Employ valid and reliable research strategies

Getting Ready

- Contact guest speakers and advise them on specific presentation content and ask them to provide these handouts to you before the session:
 - » Program entry planning guide
 - » Program entry preparation calendar
 - » Transfer admission planner
- Secure adequate room accommodations
- Acquire materials
- Reserve AV equipment (if needed)
- Organize room for discussions and activities
- Gather and print materials, including handouts from guest speakers, one set per participant
- Arrange for snacks or food to be delivered or provided (if appropriate)
- Write the Concept Application homework assignment on the flip chart if not covering in class

Opening

- Have youth sign in.
- Welcome youth. Introduce panelists and other guests.
- Provide a brief overview of the goals for Module 3.
- Review group agreements and check in on how the group is doing with meeting them (see Appendix A). Are there any changes (e.g., additions) the group would like to make?

Procedure (Experiencing)

Goal 1

Goal I: Presentations

20 - 30 minutes

Suggested Grouping: Large Groups

1. Have youth gather into their community of practice groups from the previous session.
 - Pair each community of practice group with another community of practice group and ask youth to provide a 5-minute presentation on careers of interest and what they learned in their research.
 - Remind youth to mention related educational pathways, majors, education/training/career programs that offer these majors, certificates, training, etc., and anything they learned about admission requirements.
 - Once they have all shared their presentations, pair each community of practice group with a different group, and have them share again.

Goal 2

Goal II: Explore Education/Training/Career Program Admission Requirements

30 - 40 minutes

Suggested Grouping: Large Groups

1. Introduce the admissions advisor panelists/speakers.

Young adults who have recently navigated the admissions process will add to the richness of the discussion through sharing their experiences, tips, and words of wisdom. Student associations, social opportunities, other ways to connect with the student body, and campus and career culture should be discussed.

Remind the panelists ahead of time to introduce any vocabulary or terms that participants may be unfamiliar with.

- Hand out to each participant the materials provided by the panelists and supporting materials from Appendix C; suggest they take notes on them and share them with parent/guardians:
 - » Program entry planning guide
 - » Program entry preparation calendar
 - » Transfer admission planner
- Confirm the topics for discussion:
 - » General overview on admission to education/training/career entry programs
 - » The planning and application process
 - » Academic and extracurricular requirements
 - » How to select a school and career
 - » Costs
 - » Financial resources available
 - » Admission requirements for first-year students, international applicants, and transfer youth
 - » Transfer GPA, how to transfer credits, and the transfer admission guarantee (TAG)

Interactive discussions are encouraged during the panel.

2. Once the panelists have finished their remarks, move on to a large-group question and answer session.
3. Provide an additional 5-10 minutes to allow youth to approach specific panelists for additional questions and for journaling in their Notes.

Goal 3

Goal III: It's all in My Mindset

30 - 45 minutes

Suggested Grouping: Small Groups

Part 1

1. Ask each youth to record the obstacles or challenges they wrote down in their Notes from the last session onto an index card. This is their "S" index card.
2. Divide the group into smaller groups of three or four people. As much as possible, the groups should have an equal number of people.

- Each group should arrange themselves in a circle, so that everyone can practice good listening skills. Each person should have their “S” index card with them.
- When each group is settled, talk about good communication skills: Eye contact, speaking loud enough for everyone to hear, nonverbal cues that show you are listening, etc.
- Explain that each person in the group will answer four questions, 1 minute per question. After 4 minutes, the bell will ring and the next person in the group will answer the same four questions, 1 minute per question, and so on until everyone has answered the questions.

Remind youth that they will have a whole minute to answer each question when it is their turn, and even though they are talking about challenges, they should use positive language as much as possible.

3. Ask the questions, setting the timer to 1 minute for each question:

Allow the group time to decide who is going first before you begin timing.

- What is your goal and the challenges (just the challenges) that may get in the way of reaching your goal?
- What are some of your ideas on how you will overcome those challenges?
- Can you share a story of a time when you did something really hard and how you felt when you finally reached your goal?
- How do you think your persistence and effort will help you achieve your goal?

Part 2

1. Give everyone a blank index card and a pencil.
 - Explain that each person will take their turn to be in the spotlight and quietly listen while everyone else offers support, positive reinforcement, and other ideas for overcoming the spotlighted person’s obstacles.
 - While others are talking, the spotlighted person will record the group’s thoughts and ideas on their index card.
 - Each person will be in the spotlight for 3 minutes.
 - When the bell rings, they will finish writing the last thought on their card and then it will be the next person’s turn to be in the spotlight.

Allow time for the participant in the spotlight to finish writing before you start timing the next person in the spotlight.

Sharing, Processing, and Generalizing

15 - 25 minutes

Suggested Grouping: Large Group

1. Engage youth in a debrief discussion and sharing session with these questions:

What Happened?

- Share the ideas for Shifting Gears that the group helped you think of.
- Discuss how it felt to share your challenges and obstacles.
- Describe how it felt to get support from others toward reaching your goal.
- Share how it felt to give support and offer suggestions to someone else to help them think of other strategies toward reaching their goal.

So What?

- Share why you think it is important to get help from other people along the way when faced with challenges or obstacles.

Now What?

- As you work toward your goal, are there lessons you can take from this activity that will help when you set other goals for yourself?
- With your new knowledge, how can you help support others toward facing their challenges to reach their goal?

Goal 4

Goal IV: Time Travels: Knowing What I know Now, Do I Want to Revise My Personal Timeline

10 - 15 minutes

Suggested Grouping: Individuals

1. Ask youth to revisit their timeline.
 - Based on your new knowledge, identify adjustments needed for your timeline.
 - On your timeline, list three or four strategies needed to reach each goal.

Youth may find it beneficial to use a different color marker than they used in the first and second sessions, so they can see the progression of their timeline work.

Provide youth with time to reflect individually upon their timeline and make any changes they would like.

Take a photograph of each participant's timeline after modifications have been made. Be sure the photograph shows the details of the timeline.

Concept and Term Discovery/Introduction

5 - 10 minutes

Suggested Grouping: Large Group

The goal is to have the youth develop an understanding of the concepts through their explorations and define the terms using their own words.

1. Check with youth to ensure the following terms and concepts have been discovered during their exploration, or introduce them:

- Admission Requirements
- Financial Aid
- Transcripts
- SAT
- ACT
- Goal Selection, “G”
- Pursuit of Strategies, “P”
- Shifting Gears, “S”
- Growth Mindset

Concept Application

The concept application may be done as a post-session activity/homework. Have the post-session activity written on the flip chart. Ask the youth to write the assignment in the Notes section of their Pathways Program Book. Consider the setting and youth’s access to their community of practice teammates outside of the session/class and to computers.

Goal 5

Goal V: Career Exploration

45 - 60 minutes

Suggested Grouping: Small Groups

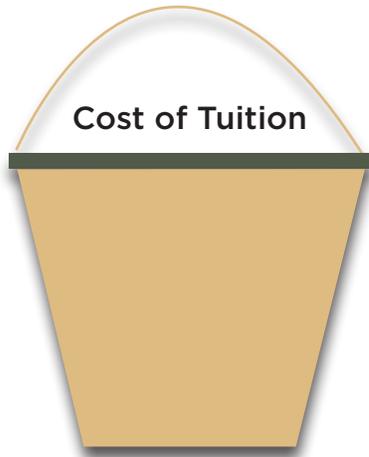
1. Have youth form communities of practice by selecting three or four other youth to work with.

- On a piece of flip chart paper, have each youth rank-order from 1 (least important) to 10 (most important) their desired preferences or characteristics in an education/training/career entry program. Some preferences or characteristics might include (but are not limited to) these:

- Size of program or institution
- Cost
- Location
- Private vs. public
- Sports/extracurricular activities
- Major
- Course requirements
- Prestige

- Environment (urban, suburban, rural)
- Student housing options
- Type of aid offered (student employment, scholarship/grant, loan)
- Student characteristics
- Quality of faculty

Once youth have completed their ranked lists, have them draw and label a bucket for each preference or characteristic.



- Have each youth list, in any order, 10 education/training/career programs they are interested in.
- Have youth list on each bucket the names of those programs in rank order according to how well they meet that bucket characteristic (10 = very well and 1 = not well).



2. Once all buckets are done, have students make and share observations on their rankings, to identify the preferences or characteristics they want in their education/training/career entry program.

- Have youth look at their most important preference/characteristic, and their top three institutions in that bucket.
- Guide youth through looking at their other preferences/characteristics. Ask them whether there are any institutions that are consistently within the top three? These might be the best fit.

3. Before the next module, Module 4, tell youth they will have the opportunity to tour at least one education/training/career center.

- They should take notes in the Notes section of their Pathways Program Book on what they like, what they do not like, and what they learn.
- At the next session, they will share their impressions of each center and give their perceived advantages and disadvantages.

- Remind youth of tour details and provide all appropriate details relative to schedules, carpooling, meeting times, and contact information.

Summary and Evaluation

3-5 minutes

Suggested Grouping: Large Group

1. Conduct an evaluation of the session.
 - On flip chart paper, create two columns with headers + and Δ. The “+” signifies what worked well and the “Δ” what could be improved.
 - Ask youth what worked well and what could be improved.
 - Record their comments in the appropriate columns

Use this activity to summarize the session and gain information for future delivery.

2. Provide youth with the following handouts:
 - Parent/Guardian Information Handout—Module 3

Explain that the Parent/Guardian Information Handout is designed to provide parents/guardians with information on what youth learned during this module and how to help support them through the after high school education/training/career exploration process.

- Tips for Teens Handout—Module 3

Explain that the Tips for Teens are designed to help support youth in having conversations with their parent/guardian on topics discussed in the program.

3. Remind youth of the following items for the next session:
 - Next session date
 - Next session topics
 - Next session responsibilities
 - Bring their Pathways Program Book to the next session

See Appendix B for Education/Training/Career Center Tour Tips (for facilitator) to help you prepare for the tour(s) and ensure participants have a positive experience.

MODULE 4: HOW DO I GET THERE FROM HERE? DO I HAVE TO GO SOMEWHERE ELSE TO START?

Time Required:

3 Hours

Materials Needed:

- Tables and chairs
- Flip chart paper/easel
- Copy paper
- Colored markers
- Pens/pencils
- Digital camera
- Timelines
- Sign-In Sheet (Appendix B)
- Parent/Guardian Information Handout—Module 4 (English and Spanish; Appendix D)
- Financial Aid Resources Handout (English and Spanish; Appendix D)
- Tips for Teens—Module 4 (English and Spanish; Appendix A)
- Materials from relevant education/training and career entry programs suggested in Appendix C—Module 4: How Do I Get There from Here? Do I Have to Go Somewhere Else to Start?
- AV equipment (optional, depending on presentations and facilitator preference)
- Computers (for Concept Application)

Background Information

The tour options after Module 3 provided youth with opportunities to visit different education/training and career centers. The goals of this module build on the tours.

The time indicated is a guide. Each facilitator will have to adjust according to the time available and number of youth participating. See Appendix B for a suggested delivery schedule of activities based on session length.

Goals of Module 4

1. Have youth reflect upon their visits to the different education/training and career centers. Youth will present their impressions and give their perceived advantages and disadvantages of each facility they toured.
2. Have a panel of guest speakers share their education and career pathways. If possible, panelists should include alumni of Pathways to Your Future and come from a similar background as youth in the program or school. Each panelist will discuss their personal pathway.
3. Have youth apply principles of Grit to overcome challenges to meeting long-term goals. Youth will brainstorm challenges and how to overcome them through effort.
4. Have youth revisit their timeline so they can make possible changes based on new information. Armed with new information, youth may choose to modify their timeline drastically, moderately, or not at all.
5. Help youth apply concepts learned. In communities of practice, youth will review websites of each person's top four education/training and career entry programs and make comparisons on admission requirements, transfer options, application process, financial assistance, and estimated average total cost of attendance.

Concept & Vocabulary

College/University: An institution of higher learning that provides a 4-year, undergraduate bachelor's degree in liberal arts, science, or both. Some college/universities also offer graduate programs (master's degrees, doctoral degrees) and/or professional programs (e.g., medical degrees, law degrees).

Community College: A public institution of higher education that is characterized by a 2-year course of study leading to either an associate degree or transfer to a 4-year college

Graduate School: Typically, a division within a college/university that grants master's degrees, doctoral degrees, or both.

Liberal Arts College: Smaller colleges that focus on undergraduate study in the liberal arts and sciences. These may be public or private. They do not offer graduate degrees.

Private University: An institution of higher learning that is not operated by state governments and thus does not receive public funding. Rather, funding comes from tuition, investments, and private donors.

Professional School: A post-degree institution that usually exists within a university that trains students in traditional professions like law or medicine.

Public University: An institution of higher learning funded, in part, from state taxes.

Technical College: Higher education institutions that offer certificates and 2-year degrees that provide preparation for specific types of employment such as culinary arts, photography, audio technology, web development, graphic design, etc.; may be public or private.

Goal Setting: Goal setting involves establishing SMART goals that are Specific, Measurable, Achievable, Realistic, and Time targeted. Work on the theory of goal setting suggests that it is an effective tool for making progress by ensuring that youth in a group with a common goal are clearly aware of what is expected from them. On a personal level, goal setting helps people work toward their own goals, such as financial- or career-based goals.

Concept & Vocabulary

Goal: A desired result or end point.

Strategy: A plan of action designed to achieve a particular goal. A strategy often includes when, where, and how. One strategy can be used to achieve multiple goals.

Goal Management: The ability to effectively utilize goal-setting skills to manage the process of reaching a goal or goals.

Goal Management Model: A model with defined steps to guide in the selection and management of goals. GPS is a goal management model that has three defined steps: Goal Selection (G), Pursuit of Strategies (P), and Shifting Gears (S).

Goal Selection, “G”: Determine the desired result or end point for a chosen aspect of life.

Pursuit of Strategies, “P”: Determine what is the best way to move toward the goal. Strategies should be specific about when, where, and how each step will be taken. Importantly, one strategy can be used to achieve multiple goals.

Shifting Gears, “S”: Decide on other options when obstacles get in the way of reaching goals or achieving strategies.

Growth Mindset: A growth mindset is a belief that abilities and personality can grow with challenge. Having a growth mindset allows people to approach challenges with effort, try alternate strategies, and seek help. Youth who have a growth mindset believe that through sustained effort, even in the face of a challenge, they can learn and improve.

Grit: Gaining momentum for its importance as a bigger predictor of success than innate intelligence or ability, grit is a noncognitive skill that comprises a person’s perseverance (effort) and passion (sustained interest) in pursuit of long-term goals.

Life Skills Targeted

Decision Making, Critical Thinking, Goal Setting, Planning and Organizing, Keeping Records, Communication, Cooperation, Social Skills, Marketable Skills, Teamwork, Self-Motivation

California Career Technical Education (CTE) Standards for Career Ready Practice Addressed

3: Develop an education and career plan aligned with personal goals

5: Utilize critical thinking to make sense of problems and persevere in solving them 6: Practice personal health and understand financial literacy

7: Act as a responsible citizen in the workplace and the community

9: Work productively in teams while integrating cultural and global competence 11: Employ valid and reliable research strategies

12: Understand the environmental, social, and economic impacts of decisions

Getting Ready

- Contact panelists and advise them on specific presentation content
- Secure adequate room accommodations
- Acquire materials
- Reserve AV equipment (if needed)
- Organize room for panel discussion and follow-up small-group discussions
- Print materials
- Arrange for snacks or food to be delivered or provided (if appropriate)
- Write the Concept Application homework assignment on the flip chart if not covering in class

Opening

- Have youth sign in.
- Welcome youth. Introduce panelists and other guests.
- Provide a brief overview of the goals for Module 3.
- Review group agreements and check in on how the group is doing with meeting them (see Appendix A). Are there any changes (e.g., additions) the group would like to make?

Procedure (Experiencing)

Goal 1

Goal I: Education/Training/Career Center Tour(s) Reflections

20 - 30 minutes

Suggested Grouping: Small Groups

1. Have youth gather into their community of practice groups from the previous session.
 - Pair each community of practice group with another community of practice group and ask youth to share their tour reflections.
 - Ask youth to share why they chose the specific tour(s) they went on, the pros and cons of each center visited, what they learned, reasons they would or would not consider attending, and any pictures.
 - Once they have all shared their presentations, pair each community of practice group with a different group, and have them share again.

Goal 2

Goal II: Explore Education/Training/Career Program Admission Requirements

30 - 40 minutes

Suggested Grouping: Large Groups

Panel members should be from the local community (if possible). To help youth consider different pathway options, try to find a group of panelists who have followed an array of pathways.

Remind the panelists ahead of time to introduce any vocabulary or terms that participants may be unfamiliar with.

1. Introduce the Pathways Panel.
 - Ask each person on the panel to take a few minutes to describe their experience, including their
 - » social experience (dormitory life, fraternal organizations, homesickness)
 - » economic experience (scholarships, financial assistance, loans, part-time work)
 - » academic experience (challenges, high school vs. post high school), learning programs they enrolled in (undergraduate degree, graduate degree, professional school, or vocational school)
 - Ask the panel to provide thoughts on their motivation to achieve their career pathway:
 - » How did the different decisions they made along the way influence their career?
 - Allow time at the end for questions and answers.
 - » The size of the panel will determine how much time everyone has to speak. With a panel of five people, allow no more than 6–8 minutes for each person to speak so there is time at the end for questions.
2. Once the panelists have finished their remarks, move on to a large-group question and answer session.
3. Provide an additional 5–10 minutes to allow youth to approach specific panelists for additional questions and for journaling in their Notes.

Goal 3

Goal III: Grinding with Grit

30 - 35 minutes

Suggested Grouping: Small Groups

1. Revisit the concepts of Goal Setting (Module 2), GPS (Module 2), and Growth Mindset (Module 3).
2. Introduce the concept of grit.
 - Grit may be a bigger predictor of success than innate intelligence or ability; a person's perseverance (effort) and passion (sustained interest) in pursuit of long-term goals are important elements in reaching those goals.

3. In small groups, have youth reflect on their timeline. Grit may be a bigger predictor of success than innate intelligence or ability; a person's perseverance (effort) and passion (sustained interest) in pursuit of long-term goals are important elements in reaching those goals.
 - Ask them to brainstorm a list of challenges that could get in the way of achieving their long-term goal.
 - For each challenge, discuss and identify how it can be overcome through effort.
 - Write these ideas next to the challenges.
 - Identify any challenges that may require new strategies.

Sharing, Processing, and Generalizing

15 - 25 minutes

Suggested Grouping: Large Group

1. Engage youth in a debrief discussion and sharing session with these questions:

What Happened?

- Explain how it felt to hear the panelists' personal pathways? Share what you found the most interesting.
- Share an example of how one of the panelists persevered to reach their goals when the going got tough.
- Share the challenge your small group discussed the most. What were your group's ideas for overcoming the challenge?

So What?

- Now that you've participated in an education/training/career center tour, how has it affected your after high school plans?
- How has the tour influenced your thinking about the importance of delaying short-term gratification for longer-term goals?

Now What?

- Share how you will apply what you learned today in pursuing your personal pathway.
- If one of your friends was not sure about their personal pathway, what advice would you give to them?

Goal 4

Goal IV: Time Travels: Knowing What I Know Now, Do I Want to Revise My Personal Timeline?

10 - 15 minutes

Suggested Grouping: Individuals

1. Ask youth to revisit their timeline.
 - Based on your new knowledge, identify adjustments needed for your timeline.
 - On your timeline, list three or four strategies needed to reach each goal

Youth may find it beneficial to use a different color marker than they used in the earlier sessions, so they can see the progression of their timeline work.

Provide youth with time to reflect individually on their timeline and make any changes they would like.

Take a photograph of each participant's timeline after modifications have been made. Be sure the photograph shows the details of the timeline.

Concept and Term Discovery/Introduction

5 - 10 minutes

Suggested Grouping: Large Group

The goal is to have the youth develop an understanding of the concepts through their explorations and define the terms using their own words.

1. Check with youth to ensure the following terms and concepts have been discovered during their exploration, or introduce them:
 - College/University
 - Community College
 - Graduate School
 - Liberal Arts College
 - Private University
 - Professional School
 - Public University
 - Technical College
 - Goal Setting
 - Strategy
 - Goal Management
 - Goal Management Model (GPS)
 - Goal Selection, “G”
 - Pursuit of Strategies, “P”
 - Shifting Gears, “S”
 - Growth Mindset
 - Grit

Concept Application

The concept application may be done as a post-session activity/homework. Have the post-session activity written on the flip chart. Ask the youth to write the assignment in the Notes section of their Pathways Program Book. Consider the setting and youth’s access to their community of practice teammates outside of the session/class and to computers.

Goal 5

Goal V: Career Exploration

45 - 60 minutes

Suggested Grouping: Large and Small Groups

1. Post the following signs on copy paper around the room: technical college, liberal arts college, community college, private university, public university.
 - Provide each youth with a sheet of copy paper and ask them to list on it their top four education/training/career entry programs.
 - Once they have completed their list, ask them to take their list and go stand by the sign that represents the type of education/training/career entry program they are most interested in. The youth with them at the sign are their new community of practice.
2. In the communities of practice, have youth review websites or previous notes for each institution and individually chart the following on their copy paper to make comparisons:
 - Type of education/training/career entry program (e.g., technical college, community college, private university, public university)
 - Admission requirements and important dates and deadlines (be sure to include testing requirements)
 - Transfer options
 - Application process and important dates and deadlines
 - Financial assistance, amounts, and important dates and deadlines. Be sure to look at the following:
 - » Scholarships
 - » Loans (federal and private loans)
 - » Grants
 - » Work study
 - » Research assistantships
 - Estimated average total cost. Be sure to include the following:
 - » Tuition and fees per year
 - » Books and supplies
 - » Health insurance allowance/fee
 - » Room and board, including food
 - » Personal expenses/transportation
 - Have youth save their notes by placing their copy paper in their Pathways Program Book.
3. Tell youth in the next session they will share their community of practice 10-minute presentations on the following:
 - » Type of education/training/career entry program (e.g., technical college, community college, private university, public university)
 - » Estimated average total cost of each
 - » Financial assistance opportunities

Summary and Evaluation

3-5 minutes

Suggested Grouping: Large Group

1. Conduct an evaluation of the session.
 - On flip chart paper, create two columns with headers + and Δ. The “+” signifies what worked well and the “Δ” what could be improved.
 - Ask youth what worked well and what could be improved.
 - Record their comments in the appropriate columns

Use this activity to summarize the session and gain information for future delivery.

2. Provide youth with the following handouts:
 - Parent/Guardian Information Handout—Module 4

Explain that the Parent/Guardian Information Handout is designed to provide parents/guardians with information on what youth learned during this module and how to help support them through the after high school education/training/career exploration process.

- Tips for Teens Handout—Module 4

Explain that the Tips for Teens are designed to help support youth in having conversations with their parent/guardian on topics discussed in the program.

- Financial Aid Resources Handout

Explain that the Financial Aid Resources Handout is a tool youth can use with their parent/guardian to explore options for financial aid.

3. Remind youth of the following items for the next session:
 - The date, time, and location of the Myth Buster: Financing and Budgeting for Education/Training/Career Entry parent/guardian workshop, and these details:
 - » oAttend with their parent/guardian.
 - » oBring their Pathways Program Book.
 - » oBring information on their top institutions about the financial assistance available and the estimated average total cost, which will be used during the workshop.
 - Next session date
 - Next session topics
 - Next session responsibilities

MODULE 5: THE MAP TO YOUR FINAL DESTINATION

Time Required:

3 Hours

Materials Needed:

- Tables and chairs
- Pens/pencils
- Digital camera
- Timelines
- Sign-In Sheet (Appendix B)
- Parent/Guardian Information Handout—Module 5 (English and Spanish; Appendix D)
- Tips for Teens—Module 5 (English and Spanish; Appendix A)
- Materials from relevant education/training and career entry programs suggested in Appendix C—Module 5: The Map to Your Final Destination
- Program evaluations, if using
- AV equipment (optional, depending on presentations and facilitator preferences)

(CONTINUED ON NEXT PAGE)

Background Information

Module 4 provided youth with opportunities to reflect on their experience visiting different education/training/career centers and hear about different personal pathways to education/training/career entry programs. Youth learned about grit and how it relates to achieving one's long-term goals. The goals for this module build on those reflections, learnings, and the preceding modules.

The time indicated is a guide. Each facilitator will have to adjust according to the time available and number of youth participating. See Appendix B for a suggested delivery schedule of activities based on session length.

Goals of Module 5

1. Help youth learn about the costs of attending various education/training/career entry programs and financial assistance opportunities.
2. Have youth share their timeline. Each youth will present their timeline to the large group.
3. Have youth share their research on education/training/career entry programs, cost, and financial aid. Youth will present data collected through their community of practice to the audience.
4. Have youth reflect on the Pathways to Your Future program. Youth will reflect on the program, including what happened, what they learned and will take away from it, and how they plan to use what they have learned.
5. Hold the Final Destination Celebration. Everyone will celebrate each youth's achievement and affirm their hard work in this program.

Make sure to provide time for photos, awards, and recognition!

Concept & Vocabulary

Personal Toolbox: Skills, abilities, and competencies that are helpful in becoming a healthy and productive individual who positively contributes to their community.

Materials Needed:

- Flyers from relevant education/training/career entry programs (UC's Blue and Gold Opportunity Plan is provided in Appendix C as an example)
- Party decorations
- Tape
- Cake with inscription "Pathways to Your Future"
- Plates, forks, napkins
- Pathways to Your Future certificates

Life Skills Targeted

Critical Thinking, Goal Setting, Communication, Social Skills, Nurturing Relationships, Marketable Skills, Teamwork, Self-Motivation

California Career Technical Education (CTE) Standards for Career Ready Practice Addressed

2: Communicate clearly, effectively, and with reason.

5: Utilize critical thinking to make sense of problems and persevere in solving them.

9: Work productively in teams while integrating cultural and global competence.

12: Understand the environmental, social, and economic impacts of decisions.

Getting Ready

- Invite parents/guardians to the session and/or Final Destination Celebration (as appropriate for the setting)
- Secure adequate room accommodations
- Acquire materials
- Reserve AV equipment (if needed)
- Organize room for individual timeline presentations
- Hang posters
- Order the cake
- Print materials
- Decorate the room
- Complete the Pathways to Your Future certificates

Procedure (Experiencing)

Goal 1

Goal I: Exploring the Costs of Education/Training/Career Entry Programs

40 - 60 minutes

Suggested Grouping: Large Groups

1. Have each community of practice group from the last session share the research they've done on exploring the costs of education/training/career entry programs:
 - Each presentation should be about 10 minutes.
 - Each community of practice group will share the following:
 - » o Types of education/training/career entry programs they researched
 - » o Estimated average total cost of each
 - » o Financial assistance opportunities
2. Allow time for questions after all community of practice groups have shared.
2. Distribute flyers from relevant education/training/career entry programs, including the UC Blue and Gold Opportunity Plan.
 - »

Goal 2

Goal II: Personal Timeline Presentations

30 - 40 minutes

Suggested Grouping: Large Groups

1. Ask each youth to provide a 5-minute summary of their timeline to the large group.
 - They should start from the beginning of their timeline and provide a short summary on the importance of each step.

Take reflection notes and record points of interest for evaluation purposes.

Sharing, Processing, and Generalizing

Goal 3

Goal III: Reflection

15 minutes

Suggested Grouping: Large Groups

1. Engage youth in a debrief discussion and sharing session with these questions:

What Happened?

- » Share what you liked about participating in this program.
- » Share what you would add or change to enhance this program.
- » Discuss how your participation has helped you set future goals regarding attending an education/training or career entry program.

So What?

- » Share how this program has changed your interest, motivation, or feeling about attending an education/training or career entry program.
- » Describe how this program prepared you to attend an education/training or career entry program.
- » Share how your participation has helped you make quality decisions that will influence your career and/or help you grow as an individual.

Now What?

- » Share how you will apply what you learned today in pursuing your personal pathway.
- » If one of your friends was not sure about their personal pathway, what advice would you give to them?

Concept and Term Discovery/Introduction

1 - 3 minutes

Suggested Grouping: Large Group

The goal is to have the youth develop an understanding of the concept through their explorations and define the term using their own words.

1. Check with youth to ensure the following term has been discovered during their exploration, or introduce it:
 - Personal Toolbox

Concept Application

**Goal
4**

Goal IV: Evaluation

10 minutes

Suggested Grouping: Individuals

If you opted to conduct a program evaluation (see note on page 4 of Module 1), follow the steps below. If you are not conducting an evaluation, move on to Goal 5.

1. Have youth complete the program evaluation.
 - Explain to youth (and parents/guardians if they are present) that their responses will help you learn about the changes youth experienced as a result of participating in this program.
 - Explain that you would like to learn about their experiences.
 - All answers are important.
 - Completing the evaluation is optional and individual questions can be left unanswered.
 - There are no right or wrong answers; you would appreciate it if they answered all questions honestly.
 - Encourage them to take their time completing the evaluation.
 - Explain that the evaluation will help them understand their thoughts about their experience of the program.

Goal 5

Goal V: Final Destination Celebration

20 minutes

Suggested Grouping: Large Group

Take reflection notes and record points of interest for evaluation purposes.

1. Present certificates to youth.

- Provide time for volunteers and staff to provide positive affirmation and recognition to each youth.
- Have youth sit in a circle with certificates in hand. Then ask them to pass their certificate around the circle so everyone can write a personal note on it.
- Enjoy cake - YUM!
- Hand out the Parent/Guardian Information Handout—Module 5.
- Hand out the Tips for Teens Handout—Module 5

APPENDIX A - CURRICULUM MATERIALS

Program Goals and Objectives

Program Goals

1. Equip young people with the knowledge and skills to plan and manage their after high school education/training and career plans
2. Prepare youth for a successful after high school entrance into education/training and career programs
3. Increase the number of young people who attend after high school education/training and career entry programs

Program Objectives

1. Short Term (Knowledge, Attitudes and Awareness)
 - a. Connect academic and career aspirations to interests, skills, or talent
 - b. Explore after high school education/training and career entry options
 - c. Increase after high school education/training and career entry awareness
 - d. Increase after high school education/training and career entry knowledge
 - e. Increase interest in attending after high school education/training and career entry programs
2. Medium Term (Behaviors, Decision Making)
 - a. Increase identification of individual pathways to after high school education/training and career entry programs
 - b. Increase the number of youth who plan to attend after high school education/training and career entry programs
 - c. Improve life skills (e.g., goal setting, critical thinking, communication, social skills, teamwork)
3. Long Term (Civic, Economic, Environmental, Social)
 - a. Apply to, be admitted to, and enroll in an after high school education/training and career entry program
 - b. Complete after high school education/training and career entry program
 - c. Begin pathway to secure employment
 - d. Economic prosperity
 - e. Successful transition to adulthood

Group Agreements and Expectations

Group agreements are ground rules or norms for how we will work together and treat each other. They are not rules, but rather common expectations. Below is a list of a few agreements. Do you know what each of them means? Do you agree with them? Are there others you would like to add? Does the whole group agree?

1. Be on time
2. Attend all sessions/classes
3. Participate fully
4. Respect each other
5. Don't ick my wow!
6. Actively listen while others are talking
7. Complete post-session activities
8. Have fun!!!
- 9.
- 10.
- 11.
- 12.

Communities of Practice

What is a community of practice (CoP)?

Communities of practice (CoPs) are “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, E., R. A. McDermott, and W. Snyder. 2002. *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press. p. 4).

How does learning occur in a CoP?

Learning happens in CoPs when people interact with each other. Youth in CoPs build their knowledge and skills together through regular social interactions.

What are some of the benefits of CoPs?

In addition to the new knowledge and skills people learn, some of the greatest value of CoPs comes from the relationships people build by working together. They create a sense of belonging, a spirit of inquiry, and they improve their confidence.

Ground Rules to Consider When Developing a CoP

1. Communicate clearly and listen carefully—open discussions are ideal. Remember: Everyone, regardless of their level of experience, can make valuable contributions.
2. Shared ownership and responsibility. CoPs represent a collaborative process that is meant to improve knowledge and skills through a joint effort.
3. Share your views willingly, but respect the views of others.
4. Ask and welcome questions for clarification.
5. Be open to new ideas and views. Change happens!
6. Honor time commitments; honor time limits.
7. Remain on task.

Adapted from C. C. Lewis. 2002. *Lesson study: A handbook*. Philadelphia, PA: Research for Better Schools, Inc.



Module 1—Envision Your Future

In this session, you were able to identify your passion and goals. If you are expecting to get support (emotional, intellectual, or financial) from adults in this process, it is important that you start sharing with them your thoughts and plans after high school. As you do so, we invite you to keep in mind that your parent/guardian may or may not have had the opportunity to do so with someone when they were your age.

As we go through the weeks, we will give you tips to help you approach difficult conversations with adults. You will need additional support from adults in the coming years to navigate through high school and life after high school. Your attitude toward adults in your life will be crucial in determining their willingness and ability to be by your side.

The first step is to look for the right time and place to share the information you are receiving through the Pathways to Your Future program with your parent/guardian. Once you do so, you need to SHARE FIRST! So, for now, all we are asking is that you start talking to them (yes, we know you might not be thrilled about this; yet we invite YOU to start that conversation).

You might say something like:

- Hey, do you have a minute? I wanted to share with you something we did today in Pathways to Your Future.
- You can also try something like:
- Hey, I'm going to share with you something that I believe is important for us to talk about.

Once you have their attention:

- Share your sparks with them.
- Share how your sparks connect to your career interests.
- Ask them how they can help you get there.





Module 2—Use GPS to Find Your Way

Today, we ask you to share with your parent/guardian what you learned about the GPS model. You might try saying something like:

- Today, I learned that setting goals is important. I also learned about a tool called GPS that I can use to manage my goals.

If they ask you about GPS, here is an easy way to explain it:

- G stands for Goal Selection—“Where do you want to go?”
Tip: This is a good moment to share with them your goal.
- P stands for Pursuit of Strategies—“What is the best way to get there?”
Tip: This is a good moment to ask them if they have some ideas on how they can support you on achieving your goal.
- S stands for Shifting Gears—“Sometimes it is necessary to adjust the route you take.”
Tip: Use this moment to let them know that you will persist in achieving your goals but you are flexible in the way to get there.

You can also tell them that you listened to a panel and that you are working on a personal timeline of your plans after high school. Take a picture of your timeline and share it with them!





Module 3—Develop a Growth Mindset

We hope today's session helped you come away with strategies to achieve your goals. We also hope that the guest speakers' experiences, tips, and words of wisdom helped you realize your unique potential. Share with your parent/guardian the speakers' stories and how they helped you identify strategies to achieve your goal. If you made any modifications in your timeline, share this too!

Additionally, this week we want to ask you to do the following:

- Set a time with your parent/guardian to go through the program entry planning guides, preparation calendars, and transfer admission planners that you received today. Based on your grade, see what you and your parent/guardian could be doing to prepare for your future. Track your progress on one of the program preparation calendars.

Also, this is a good opportunity to mention that you are having small group discussions in a community of practice during the sessions and that you are all supporting each other in this exploration process.





Module 4—How Do I Get There from Here? Do I Have to Go Somewhere Else to Start?

Use your reflections on the panel, just as we did during the session, to talk to your parent/guardian this week:

- Explain how it felt to hear others' personal pathways.
- Share what you found the most interesting.
- Share an example of how one of the panelists persevered to reach their goals, even when the going got tough.
- Share the challenge your group discussed the most, and your group's ideas for overcoming the challenge.



Module 5—The Map to Your Final Destination

- We hope these talking points were helpful to connect with your parent/guardian. We hope you continue these conversations as you move along. When facing a difficult conversation, we often feel that we have to choose between responding with silence or being defensive. If you find yourself there, take a moment, wait for emotions to happen, and ask yourself what you really want out of this conversation. It will be hard at the beginning, but as you practice you will be able to do it more easily. Don't give up!



APPENDIX B - TEMPLATES AND SUPPORT MATERIALS

Suggested Delivery Schedule of Activities Based on Session Length

50 Minute - 1 Hour Sessions

SESSION	MODULES/ACTIVITES
1	Module 1: Experiencing—Goal I (20-30 min); Goal II (30-40 min)
2	Module 1: Experiencing—Goal III (30-40 min); Sharing, Processing, and Generalizing (15-25 min)
3	Module 1: Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal IV (45-60 min); Summary and Evaluation (3-5 min)
4	Module 2: Experiencing—Goal I (20-30 min); Goal II (30-40 min)
5	Module 2: Experiencing—Goal III (20-25 min); Sharing, Processing, and Generalizing (15-25 min); Goal IV (10-15 min)
6	Module 2: Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Goal VI (3-5 min); Summary and Evaluation (3-5 min)
7	Module 3: Experiencing—Goal I (20-30 min); Goal II (30-40 min)
8	Module 3: Experiencing—Goal III (30-35 min); Sharing, Processing, and Generalizing (15-25 min); Goal IV (10-15 min)
9	Module 3: Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Summary and Evaluation (3-5 min)
10	Module 4: Experiencing—Goal I (20-30 min); Goal II (30-40 min)
11	Module 4: Experiencing—Goal III (30-35 min); Sharing, Processing, and Generalizing (15-25 min); Goal IV (10-15 min)
12	Module 4: Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Summary and Evaluation (3-5 min)
13	Module 5: Experiencing—Goal I (40-60 min)
14	Module 5: Experiencing—Goal II (30-40 min); Sharing, Processing, and Generalizing (15 min); Concept and Term Discovery/Introduction (1-3 min)
15	Module 5: Concept Application—Goal IV (10 min); Goal V (20 min); Time for informal networking

Suggested Delivery Schedule of Activities Based on Session Length

1.5 Hour – 2 Hour Sessions

SESSION	MODULES/ACTIVITES
1	Module 1: Experiencing—Goal I (20-30 min); Goal II (30-40 min); Goal III (30-40 min)
2	Module 1: Experiencing—Sharing, Processing, and Generalizing (15-25 min); Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal IV (45-60 min); Summary and Evaluation (3-5 min)
3	Module 2: Experiencing—Goal I (20-30 min), Goal II (30-40 min), Goal III (20-25 min); Sharing, Processing, and Generalizing (15-25 min)
4	Module 2: Sharing, Processing, and Generalizing—Goal IV (10-15 min); Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Goal VI (3-5 min); Summary and Evaluation (3-5 min)
5	Module 3: Experiencing—Goal I (20-30 min), Goal II (30-40 min), Goal III (30-35 min); Sharing, Processing, and Generalizing (15-25 min)
6	Module 3: Sharing, Processing, and Generalizing—Goal IV (10-15 min); Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Summary and Evaluation (3-5 min)
7	Module 4: Experiencing—Goal I (20-30 min), Goal II (30-40 min), Goal III (30-35 min); Sharing, Processing, and Generalizing (15-25 min)
8	Module 4: Sharing, Processing, and Generalizing—Goal IV (10-15 min); Concept and Term Discovery/Introduction (5-10 min); Concept Application—Goal V (45-60 min); Summary and Evaluation (3-5 min)
9	Module 5: Experiencing—Goal I (40-60 min); Goal II (30-40 min); Sharing, Processing, and Generalizing (15 min); Concept and Term Discovery/Introduction (1-3 min)
10	Module 5: Concept Application—Goal IV (10 min); Goal V (20 min); Time for informal networking

Pathways to Your Future: Grades 9-12

Pathways to Your Future is an education/training and career exploration program.

It is designed to help you succeed after high school—whether your pathway is vocational education, non-degree programs, community college, or attending a 4-year institution of higher education!

Do you have questions about what path to take after high school?

Do you know what careers might be a good fit for you?

Are you worried about how to select an after high school education/training or career entry program, being admitted into a program, or figuring out which direction to go once you are there?

These questions and more will be answered through this program.

The Pathways to Your Future program will help you:

- Explore after high school education/training and career entry programs
- Connect your academic and career aspirations to your passions
- Identify the steps needed to reach your dream
- Improve your goal setting and other workforce skills
- Increase your understanding of pathways to after high school education/training and career entry programs
- Learn about the application and admission processes for after high school education/training and career entry programs

How to sign up!

For More Information and to Register, Contact:

It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities (Complete nondiscrimination policy statement can be found at <http://ucanr.edu/sites/anrstaff/files/215244.pdf>). Inquiries regarding ANR's nondiscrimination policies may be directed to UC ANR, Affirmative Action Compliance & Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1343.



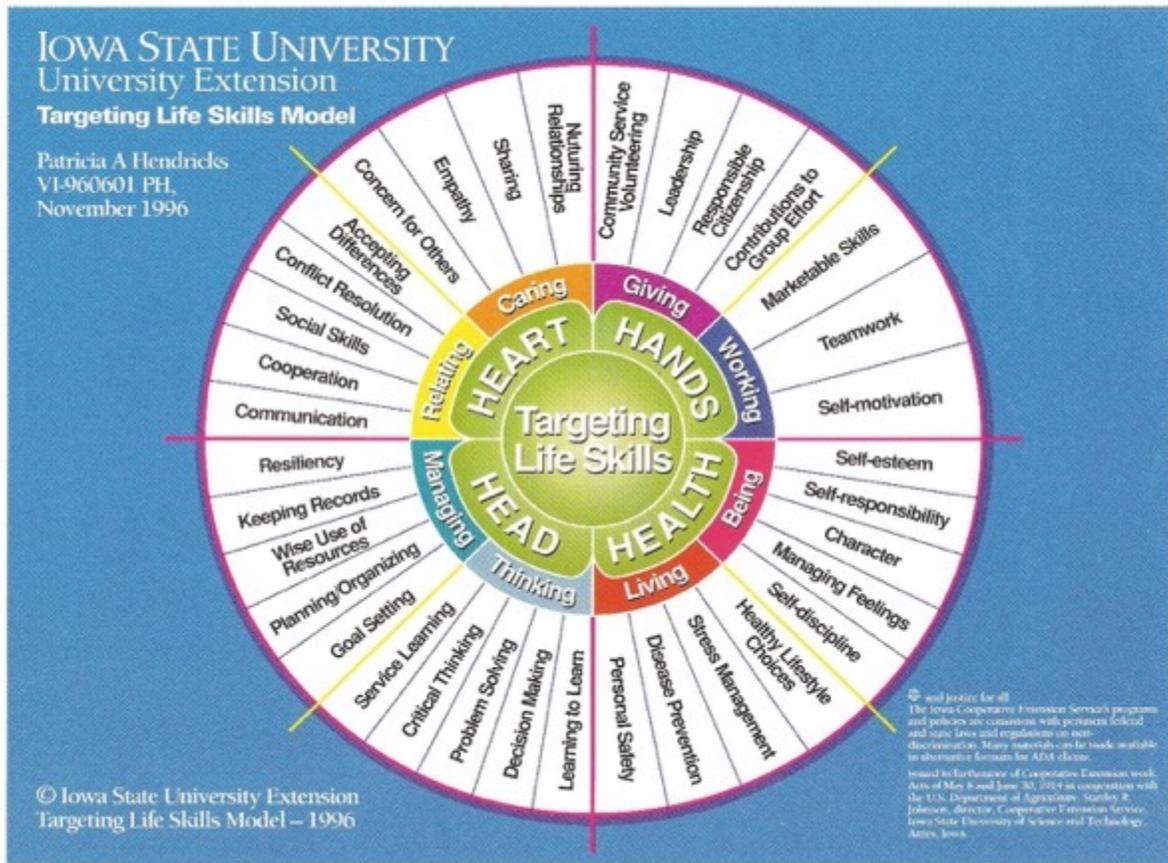
Tips to Successfully Plan and Conduct an Education/Training/Career Center Tour

Visiting an education/training/career center can be one of the most impactful activities of the Pathways to Your Future curriculum. This handout is designed to help you prepare for the tour to ensure youth have a positive experience.

1. **Set dates and times for education/training/career center visits as soon as possible.** This will help you maximize participation of both youth and their parents/guardians. Remind them of the dates in each session! This will create a positive expectation and motivate youth.
2. Education/training/career center **tours are better in small groups.** Before the tour, divide youth into groups of 8 to 10 and, if possible, book them separate tours. Some facilities won't let you do this. If you need to take 20 to 40 youth in one tour, having one adult with each small group of 8 to 10 youth will help keep the youth focused. The more adults you have with you on the tour, the better!
3. **Prepare the adults who will join you.** When possible, host a call with adults who will be helping as chaperones and set expectations. Besides helping you keep everyone safe, being a chaperone is a great opportunity to share experiences and build deeper relationships with youth.
4. **When traveling by bus,** make sure you plan for bathroom stops and have sufficient snacks and water for the distance you will travel. Set clear expectations with youth during stops so you keep the tour on time.
5. **When traveling in individual cars,** make sure you have a meeting spot for the whole group before the tour start time and that all drivers have parking instructions.
6. Keep in mind the **tour provided by the admissions office** is very general, and it will help youth get a “big picture” of the center. If youth have questions about specific programs, the best way to get information will be to reach out to an advisor before the tour and, when possible, allot some time for individual meetings during the tour.
7. **Contact** education/training/career center **schools/departments directly** and ask them about their outreach programs for high school youth. The admissions tour varies from 45 minutes to 2 hours, so if you are planning for a full-day tour you can have lunch on-site and visit a specific school or department as well.
8. **Be creative and incorporate fun!** Tours are often highly structured, so if there is time let youth explore the center on their own after the tour. If there's no time for youth to explore, some facilitators prefer to plan a scavenger hunt instead of a formal tour. The choice will depend on the time available and your knowledge of the place you plan to visit. If you opt for the formal tour, giving prizes for trivia questions after the tour might be a good way to reward youth for paying attention.
9. **Ask youth about their tour experience.** After the tour, ask youth to think about their experience. Can they see themselves attending the education/training/career center to pursue their career aspirations? Being able to connect the tour with their career interests and their needs is important as you decide on which tour options to plan in the future.
10. If you are unable to plan a tour due to scheduling or other issues, be sure to have **youth take a virtual tour**.



Iowa State University Extension Targeting Life Skills Model



Tour Schedule Information Sheet

Education/training/career center name:
Address:
Tour date:
Tour beginning and end time (plus lunch):
Contact name:
 Work phone:
 Cell phone:
 Email:
Where to meet on campus:
Where to park:
Campus map:

DETAILS

1. Confirm with contact:
 - Date, time, parking, meeting location
2. Arrange for lunch for participants in the dining commons.
3. Determine and communicate parking fees and procedures.
4. Remind participants:
 - Wear layers—tours are rain or shine.
 - Wear walking shoes—all tours are walking!
 - Bring a water bottle.
 - Bring Pathways Program Book and pen/pencil to take notes

Pathways to Your Future

Congratulations on completing the Pathways to Your Future program, lighting your spark, and preparing for a brighter future!



Presented to _____

L. Schmitt-McFintley

Statewide 4-H Director

Pathways to Your Future Advisor



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

APPENDIX C - RESOURCES

Note that Pathways to Your Future was originally developed by the University of California Agriculture and Natural Resources 4-H Youth Development program to support 4-H youth in preparing to attend the University of California for their post high school education. If you are delivering the program to youth whose pathways are likely to include vocational education, non-degree certificate programs, community college, or entering the workforce, or delivering the program to youth in another state, you will need to find appropriate substitutions for some of the resources in this appendix to align with the post high school education/training and career programs appropriate for those youth.

Module 1: Envision Your Future Career Exploration Resources	
	<p>USA.gov Career Spotlight (YouTube Playlist) “Learn more about different government jobs through our day-in-the-life video series.” https://www.youtube.com/playlist?list=PLDB4BCE9817AE7B43</p>
	<p>ASVAB Career Exploration Program “Find the right career and plan how to get there with our free planning tools. The ASVAB Career Exploration Program includes a validated aptitude test and interest assessment. The results are used to guide career exploration using our career planning tools.” https://www.asvabprogram.com/</p>
	<p>Career One Stop “Explore nearly 1,000 occupations and careers, take a career assessment, and search the fastest growing careers. Get wages, employment trends, skills needed, and more for any occupation.” https://www.careeronestop.org/GetMyFuture/ExploreCareers/explore-careers.aspx</p>
	<p>California Colleges Interest Profiler “See how your interests match careers.” 1. Decide how much you’d like or dislike each task. 2. Review a profile of your interests based on your responses. 3. Explore careers that match your interests.” https://www.californiacolleges.edu/#/interest-profiler</p>
	<p>University of California, Berkeley, Career Clarity: Career Exploration “Learn about various occupations and their “fit” with your unique career preferences. Engage in career exploration during or after identifying your career preferences through self-assessment.” https://career.berkeley.edu/Plan/Explore</p>

Module 2: Use GPS to Find Your Way Career Exploration Resources

	<p>ASSIST “The official course transfer and articulation system for California’s public colleges and universities.” https://www.assist.org/</p>
	<p>California Colleges “Explore your college options, find programs and majors to study, become familiar with application requirements, like essays and placement exams, and then apply!” https://www.californiacolleges.edu/#/college</p>
	<p>University of California, Davis, Career Research “Examine your interests and explore all of the work opportunities that align with those interests. Career planning is a lifelong process, and it is never too early to start.” https://icc.ucdavis.edu/research</p>
	<p>CSU The California State University, Choosing a Degree “What do you want to study? What career do you see yourself working in? Deciding on a major and degree is an important part of applying to the CSU. Explore degrees across our 23 campuses to find the course of study that’s right for you.” https://www2.calstate.edu/apply/choosing-a-degree</p>
	<p>Association of Independent California Colleges and Universities, Choosing a College “Finding the right campus for you. Choosing an independent college or university in California provides access to a rich diversity of students, residential campus life, and alumni networks that can provide lifelong benefits after you graduate. Explore the breadth of offerings at AICCU’s over 80 member colleges and universities.” https://aiccu.edu/page/ChoosingColleges</p>
	<p>CareerColleges.com “Learn about trade schools and vocational programs here! CareerColleges.com is a directory of online and campus-based career colleges and offers a career assessment test to help guide your career search.” https://www.careercolleges.com/</p>
	<p>Trade Schools, Colleges and Universities “Search for online or traditional classroom training at vocational schools, trade schools, colleges, or universities. Use our search tool to quickly and easily find a school near you that meets your needs or browse possibilities by exploring the guides listed.” https://www.trade-schools.net/</p>
	<p>U.S. Department of Education College Scorecard “Find the college that’s the best fit for you! The U.S. Department of Education’s College Scorecard has the most reliable data on college costs, graduation, and post-college earnings.” https://collegescorecard.ed.gov/</p>

Module 3: Develop a Growth Mindset Admissions Resources

	<p>University of California Admissions</p> <p>https://admission.universityofcalifornia.edu/</p>
	<p>University of California Counselors</p> <p>Resources for high school and college counselors. Includes information on freshman admissions, transfer admissions, UC graduation requirements, counselor events, campus admissions contacts, and downloadable resources.</p> <p>https://admission.universityofcalifornia.edu/counselors/</p> <ul style="list-style-type: none"> • Quick Reference 2020 https://admission.universityofcalifornia.edu/counselors/files/quick-reference.pdf • My Academic Planner https://admission.universityofcalifornia.edu/counselors/files/My_Academic_Plan-ner-EAOP.pdf • UC Campus Virtual Tours https://admission.universityofcalifornia.edu/counselors/files/campus-virtual-tours.pdf
	<p>CSU The California State University, Cal State Apply</p> <p>https://www2.calstate.edu/apply</p>
	<p>California Community Colleges CCCApply</p> <p>https://home.cccapply.org/en/</p>
	<p>Association of Independent California Colleges and Universities Admission to College</p> <p>https://aiccu.edu/page/Admission</p>
	<p>ACT</p> <p>“ACT is a mission-driven, nonprofit organization, known for the ACT test, but there are many more ways that our solutions can help on the path to college and career readiness.”</p> <p>https://www.act.org/content/act/en/products-and-services/the-act.html</p>
	<p>College Board, SAT Suite of Assessments</p> <p>“Visit our site to learn about SAT registration, practice, and scores. Millions of students take the SAT each year as a step on their path to college.”</p> <p>https://collegereadiness.collegeboard.org/sat</p>

Module 4: How Do I Get There from Here? Do I Have to Go Somewhere Else to Start? Financial Assistance

 <p>Federal Student Aid An OFFICE of the U.S. DEPARTMENT of EDUCATION</p>	<p>Federal Student Aid</p> <p>“Federal Student Aid is the largest provider of financial aid for college in the U.S. Understand aid, apply for aid, and manage your student loans today.”</p> <p>https://studentaid.gov/</p>
 <p>Federal Student Aid An OFFICE of the U.S. DEPARTMENT of EDUCATION</p>	<p>Free Application for Federal Student Aid (FAFSA®)</p> <p>“Use the Free Application for Federal Student Aid (FAFSA®) form to apply for financial aid for college or graduate school.”</p> <p>https://studentaid.gov/h/apply-for-aid/fafsa</p>
 <p>529 College Savings Plans College Savings Plans Network</p>	<p>College Savings Plans Network</p> <p>“We can tackle student loan debt. Together. 529 college savings plans are tax-advantaged savings plans that help families save for higher education so they can be less reliant on student loans.”</p> <p>http://www.collegesavings.org/</p>
 <p>CALIFORNIA STUDENT AID COMMISSION</p>	<p>California Student Aid Commission</p> <p>“The California Student Aid Commission serves as a vital resource for the future success of all students. We are committed to listening, giving students a voice, and working to make education beyond high school financially accessible for all Californians.”</p> <p>https://www.csac.ca.gov/</p>
 <p>fastweb!</p>	<p>Fastweb</p> <p>“Fastweb is your connection to scholarships, colleges, financial aid and more. We match scholarships to you.”</p> <p>https://www.fastweb.com/</p>
 <p>finaid</p>	<p>FinAid—Financial Aid Information</p> <p>“FinAid, The SmartStudent Guide to Financial Aid, is the most comprehensive free resource for objective and unbiased information, advice and tools about student financial aid, college scholarships and education loans.”</p> <p>https://finaid.org/</p>
 <p>UNIVERSITY OF CALIFORNIA</p>	<p>University of California Tuition and Financial Aid</p> <p>“You belong here, so we’ll help you get here. Paying for your education is a partnership between you, your parents and UC. You should apply for financial aid, even if you don’t think you qualify. There are lots of options out there — and we want to make sure our students get every penny they deserve.”</p> <p>https://admission.universityofcalifornia.edu/tuition-financial-aid/</p>

Module 5: The Map to Your Final Destination UC Blue and Gold Opportunity Plan



University of California Blue and Gold Opportunity Plan

"UC's Blue and Gold Opportunity Plan will ensure that you will not have to pay UC's systemwide tuition and fees out of your own pocket if you are a California resident whose total family income is less than \$80,000 a year and you qualify for financial aid."

<https://admission.universityofcalifornia.edu/tuition-financial-aid/types-of-aid/blue-and-gold-opportunity-plan.html>



University of California Blue and Gold Opportunity Plan Flyer

- **English**

https://admission.universityofcalifornia.edu/paying-for-uc/files/blue-and-gold_miniposter_85x11_english.pdf

- **Spanish**

https://admission.universityofcalifornia.edu/paying-for-uc/files/blue-and-gold_miniposter_85x11_spanish.pdf

- **Chinese**

https://admission.universityofcalifornia.edu/paying-for-uc/files/blue-and-gold_miniposter_85x11_chinese.pdf

- **Vietnamese**

https://admission.universityofcalifornia.edu/paying-for-uc/files/blue-and-gold_miniposter_85x11_vietnamese.pdf

APPENDIX D - PARENT/GUARDIAN COMPONENT

Pathways to Your Future Parent/Guardian Letter

University of California
Agriculture and Natural Resources



Dear Parent/Guardian,

If you are reading this, it is because your child was invited to participate in an education/training and career exploration program offered by the University of California 4-H Youth Development program. What is 4-H? 4-H is one of the largest youth development programs in the United States; nearly 6 million young people ages 5 to 19 have attended 4-H programs, with 540,000 youth and adult volunteers. 4-H offers a variety of programs and activities that meet the needs and interests of youth. 4-H has camps, clubs, and school-based and afterschool programs. 4-H also gives youth opportunities to learn public speaking, how to do demonstrations, and how to prepare for job interviews! 4-H youth can go to summer camp, leadership conferences, and workshops; compete in animal husbandry shows, public speaking, and other skill-based events; earn scholarships; and much more.

Typically, a 4-H member chooses a project or many projects for which they have a passion; and a 4-H adult project leader teaches them with hands-on, experiential activities and helps them to apply in their life what they have learned. To learn more, go to <http://4h.ucanr.edu> and contact your county University of California Cooperative Extension Office.

What is Pathways to Your Future? In Pathways to Your Future, we will be doing exactly what the title promises—supporting young people in determining their individual pathway to success, whether that is vocational education, non-degree certificate programs, community college, a 4-year institution of higher education, or on-the-job training. The program provides youth with skills and resources to turn their passions and interests into potential careers, while exploring various pathways for gaining the necessary skills and education. They will explore options for education/training and career entry programs after high school, set goals, participate in tours, and, for schools of interest, learn about admission requirements, costs, and the financial assistance available.

Whether or not you had the opportunity yourself to go to an education/training or career entry program after high school and whether or not you are satisfied with your current career/occupation, it is important that over the next couple of weeks that you consciously decide to encourage and support your teen's participation in this program and their goals for the future. Your support can influence their decisions, so we encourage you to engage in positive discussions about your teen's education and future career pathways, and support your teen in developing their own identity, values, and beliefs. One of the most impactful things you can do is to make them aware that in these situations they are making decisions for themselves.

Seek to understand, guide them when you can, and remember their pathway may be different from yours.

As a part of this program, we have developed parent/guardian information handouts to help you support your teen as they explore post high school opportunities. We also encourage you to participate in the education/training/career center tour(s), the Myth Buster: Financing and Budgeting for Education/Training and Career Entry workshop, and the Final Destination Celebration to recognize your teen's accomplishments.

Here is the calendar of Pathways to Your Future activities:

Activity/module	Date, time, and location
Parent/Guardian Orientation (parent/guardian & youth)	Date Time Place
Module 1	Date Time Place
Module 2	Date Time Place
Module 3	Date Time Place
Tours (parent/guardian & youth)	Date Time Place
Module 4	Date Time Place
Myth Buster: Financing and Budgeting for Education/Training and Career Entry workshop (parent/guardian & youth)	Date Time Place
Module 5 & Final Destination Celebration (Parent/guardian & youth)	Date Time Place

PATHWAYS TO YOUR FUTURE

Myth Buster: Financing and Budgeting for Education/ Training and Career Entry

Parent/Guardian Workshop

Time Required:

2 hours, 10 min

Materials Needed:

- Name tags
- Color pens/markers
- Animal stickers
- Computer
- Projector
- PowerPoint slides:
 - » Add URL here.
 - » We have provided the University of California 4-H Youth Development program version as a guide for you to use in developing a locally tailored presentation.
- Scratch paper
- Flip chart or whiteboard and markers
- M&Ms
- Handouts:
 - » Parent/Guardian Budget
 - » Financial Aid Resources
 - » Controlling Costs—Saving Tips
 - » Youth Scenarios
 - » Your Scenario

Facilitator Guide

Prior to This Session

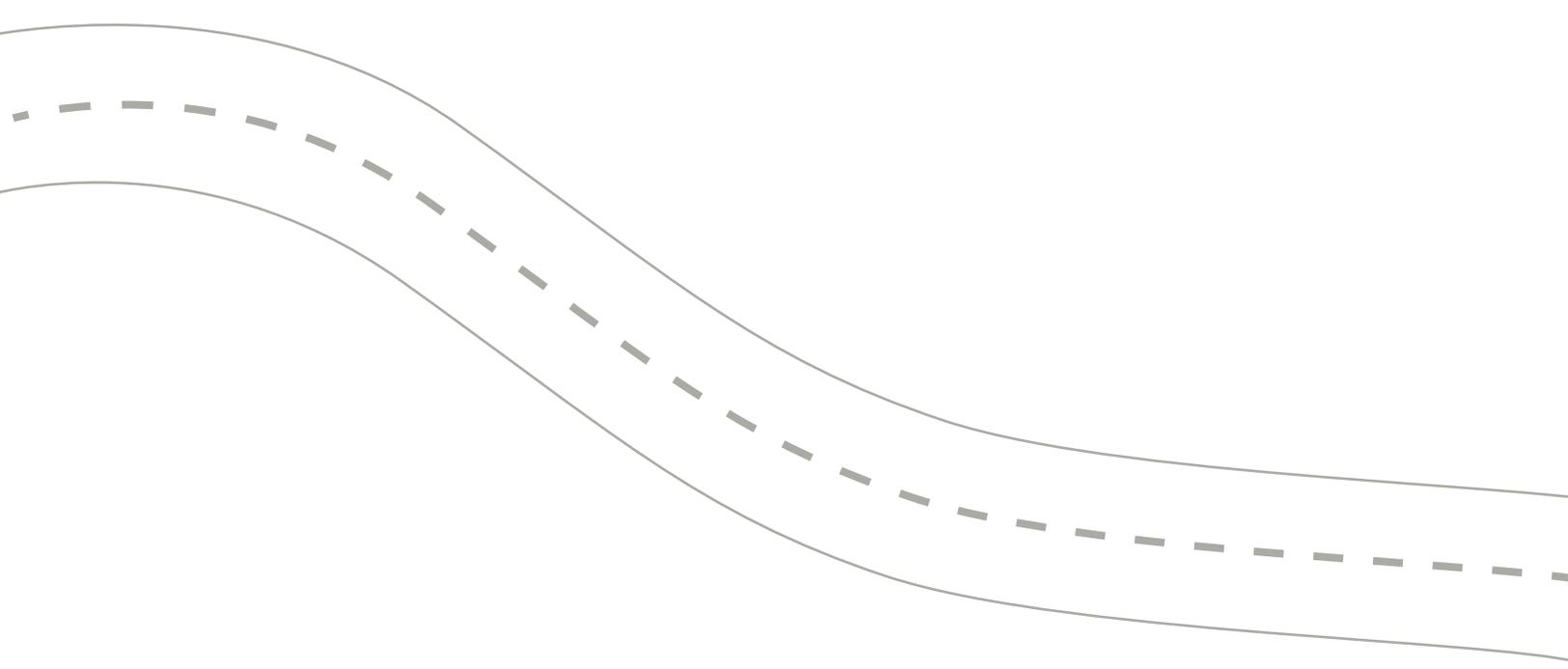
- Youth will have attended Pathways to Your Future Modules 1, 2, 3, and 4 and shared learnings with their parent/guardian.
- Youth will have identified their top education/training and career entry programs of interest, the financial assistance available, and the estimated average total costs.

Desired Outcomes

1. Gain skills to help you and your parent/guardian finance and budget for an after high school education/training or career entry program
2. Identify financial aid options so you don't let money be the deciding factor to getting the best education you can
3. Learn about UC costs and financing options
4. Develop your after high school education/training or career entry program budget and financing plan

	Topic	Process	Materials
10	Welcome and Introductions	<ol style="list-style-type: none"> 1. Set up the registration table. 2. Welcome all youth, introduce yourself, and have each youth introduce themselves. <p>If you have a small group, have each youth answer a fun question, such as: If you could only choose one vacation destination where would you pick and why?</p>	Sign-in sheet Pens Name tags
5	4-H Pathways to Your Future	<ol style="list-style-type: none"> 1. Thank all youth for joining you in this program orientation. 2. Show excitement about the program by promoting Pathways to your Future as an opportunity to work together to support youth in achieving their goals. 3. State that the main role for parents/guardians will be encouraging and supporting their teen; outline their opportunities for participation. 4. Clarify that today is about letting them know what to expect. 5. Go over the orientation objectives in Slide 2. 6. Introduce the 4-H Youth Development program and Pathways to Your Future. 	Projector PowerPoint slideshow Computer Slide 1 Slide 2 Slides 3-6
30	Let's Play	<ol style="list-style-type: none"> 1. Tell youth that in today's game you will show a series of statements and they will give their opinion of each statement by lining up on one side of the room if they agree and the other side if they disagree. 2. Read the first statement. Once youth have lined up, ask one person on the agree side and one on the disagree side to explain why they took that side. Then proceed to the next statement. 3. After the game, ask 3-5 youth to share what they learned, what surprised them, or what they are curious about. 4. Close with the Reflection slide and distribute candy. 	Slides 7-13 Candy for everyone for participating Slide 14 Slide 15

5	Program Description	1. Use the slides to explain program goals, components, and parent/guardian expectations.	Slides 16–21
5	Save the Date	<ol style="list-style-type: none"> 1. Show the Save the Date slide and ask parents/guardians to add the dates to their calendars. 2. Distribute a printed copy of the dates for parents/guardians to hang on the fridge. 	<p>Slide 22</p> <p>Calendar of Pathways to Your Future activities</p>
5	Conclusion	1. Explain that this is the start of the journey and review the Final Considerations slide. The most important goal of this orientation is for youth and their parent/guardian to be excited about the journey. So be energetic and clear!	Slides 23–25





Connection Teens to Their Spark

Module 1

A spark is something inside a person that gets them excited. It is something that makes them want to jump out of bed in the morning. A spark is the thing that gives people meaning and is something used to make a positive difference in the world. It may be an interest, skill, quality, or talent (Benson, P. 2008. Sparks: How parents can ignite the hidden strengths of teenagers. San Francisco: Jossey-Bass. p. 11).

Why it's important that teens know their spark?

- Sparks are what help your teen see their potential.
- Sparks can motivate your teen internally.
- Sparks give teens a sense of purpose and direction.

Things you can do

- Set a time every week to talk about what your teen is learning in this program.
- Ask your teen about the spark shield they made today.
- Share what excited you when you were a teen and/or what excites you today.
- Express your willingness to accompany your teen on their journey.

Research statement: Benson and Scales (Benson, P. L., and P. C. Scales. 2009. The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology* 4(1): 85-104. <https://doi.org/10.1080/17439760802399240>) proposed that having a positive, caring adult as a guide to help provide youth support, opportunities to pursue their sparks, and appropriate pressure to keep them moving to take the next step helps youth thrive.



Using GPS with Your Teen

Module 2

A GPS can help us find our way to a new place without getting lost. Likewise, GPS is a goal management model used in youth development programs that can help your teen reach their educational and career goals without getting lost. GPS stands for Goal Selection (G); Pursuit of Strategies (P); and Shifting Gears (S).

Following this model, anyone can identify a goal, plan a method for meeting that goal, and understand how to adapt or modify goals or strategies when difficulties are encountered. This is the method we are using to empower your teen so they can meet their after high school education/training and career entry goals.

Why is it important for teens to know how to set goals?

- Research shows that youth thrive when they have strong goal management skills to support and guide their interests and skills.

Things you can do

- Ask your teen, when they are ready, to share with you the timeline they have been working on during this program.
- Ask if they met someone interesting today.
- Share the pathway you followed to your first, current, or favorite career.



Developing a Growth Mindset

Module 3

A growth mindset is a belief that abilities and personality can grow with challenge. Having a growth mindset allows people to approach challenges with effort, try alternate strategies, and seek help. Youth who have a growth mindset believe that through sustained effort, even in the face of a challenge, they can learn and improve (Dweck, C. S., and E. L. Leggett. 1988. A social-cognitive approach to motivation and personality. *Psychological Review* 95:256–273).

Why is having a growth mindset important?

- Learning how to choose a career, explore different career options, and find out which route of after high school education/training or career entry may work best for your teen might bring a lot of stress, doubts, or insecurity. By having a growth mindset, your teen will be able to sustain their effort, find their own path to achieve their goals, and seek help when needed.

Things you can do

- Praise your teen when they tackle a challenge and show effort in any activity that relates to their educational and career goals.
- Avoid speaking as if “easy” is positive and “hard” is negative.
- Believe that talent, skill, and personality can grow and improve with effort. Remind your teen of this when they feel things are getting hard.
- Together look for help in areas that you both lack expertise (e.g., pay a visit to the school counselor, youth opportunity center, etc.)
- When a step toward your teen’s goal seems challenging, help them break it into smaller steps that include timing, location, and resources needed.



**Reflection on Tour(s) and Evaluating After High School Education/
Training and Career Program Options**

Module 4

Self-reflection is a mental process that involves recreating and making sense of an experience through memories of feelings and thoughts.

Why self-reflection is important?

- Reflecting on previous experiences provides information for moving forward in pursuit of goals and leads to goal clarity. Particularly after tours, it is important for your teen to review and make any modifications to their timeline for their after high school plans. They may make significant, moderate, or no modifications at all!

Things you can do

- Ask your teen what they liked about the campus(es) they toured.
- Sit together and make a pro/con list of the campus(es) they visited.
- Ask your teen what major they are interested in studying or what career program they are interested in attending. Or you can ask them the goals they want to pursue after high school.

Gentle reminder: Keep your own fears, anxieties, resistance, or avoidance out of your conversations with your teen.



The Map to Your Final Destination

Module 5

In this program, we formed communities of practice so now your teen is not alone and has peer support during this important time of decisions. A community of practice is comprised of people who “share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, E., R. A. McDermott, and W. Snyder. 2002. *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press).

Why are communities of practice important?

- Our experience is that 4-H projects give teens a place to explore their interests in a way that they are unable to do at school. This is important for your teen’s development and can help them find support, motivation, and guidance as they journey toward their goals.

Things you can do

- Encourage your teen to keep meeting and connecting with their community of practice after this program.
- Keep revisiting the timeline created during the program and encourage your teen to make modifications as needed.
- Celebrate milestones and accomplishments along the way.
- Go back to the program contents and help your teen connect their spark to future plans, utilize the GPS model, persist even in the face of challenges, and reinforce the development of a growth mindset.
- Keep the conversation going!

PATHWAYS TO YOUR FUTURE

Myth Buster: Financing and Budgeting for Education/ Training and Career Entry

Parent/Guardian Workshop

Time Required:

2 hours, 10 min

Materials Needed:

- Name tags
- Color pens/markers
- Animal stickers
- Computer
- Projector
- PowerPoint slides:
 - » Add URL here.
 - » We have provided the University of California 4-H Youth Development program version as a guide for you to use in developing a locally tailored presentation.
- Scratch paper
- Flip chart or whiteboard and markers
- M&Ms
- Handouts:
 - » Parent/Guardian Budget
 - » Financial Aid Resources
 - » Controlling Costs—Saving Tips
 - » Youth Scenarios
 - » Your Scenario

Facilitator Guide

Prior to This Session

- Youth will have attended Pathways to Your Future Modules 1, 2, 3, and 4 and shared learnings with their parent/guardian.
- Youth will have identified their top education/training and career entry programs of interest, the financial assistance available, and the estimated average total costs..

Desired Outcomes

1. Gain skills to help you and your parent/guardian finance and budget for an after high school education/training or career entry program
2. Identify financial aid options so you don't let money be the deciding factor to getting the best education you can
3. Learn about UC costs and financing options
4. Develop your after high school education/training or career entry program budget and financing plan

	Topic	Process	Materials
10	Welcome and Introductions	<ol style="list-style-type: none"> 1. Set up a table with the materials. 2. Instruct each youth and their parent/guardian to design their own name tags and pick a “mascot” animal sticker. 3. Introduce yourself and have each youth and their parent/guardian introduce themselves and talk about their real or chosen mascot. 	Name tags Color pens/markers Animal stickers Computer Projector Slide 1
5	Session Objectives	<ol style="list-style-type: none"> 1. Go over the session objectives and emphasize there are multiple steps on each youth’s journey. Encourage youth and parents/guardians to keep walking. 	Slides 2-3
10	Vacation Exercise	<ol style="list-style-type: none"> 1. Distribute scratch paper and pens. Explain that each youth and their parent/guardian will plan a vacation, creating a step-by-step list of all they need to do to get there. 2. Have youth and their parents/guardians share their steps with the whole group. 3. Now explain that each youth and their parent/guardian will be creating the vacation budget and each person will need to use their resources (e.g., cell phone, previous experience, etc.) to complete the budget. 4. Ask why budgeting is important BEFORE any endeavor and write answers on the flip chart. 5. Review to conclude the exercise. 	Slides 4-7 Scratch paper and pens Flip chart/whiteboard and markers
5	Setting Goals	<ol style="list-style-type: none"> 1. Explain that in this section of the workshop youth and their parent/guardian will be discussing after high school education/training and career entry goals. Ask youth and their parent/guardian to be open and mention that in your experience these conversations can be hard. Suggest everyone remain calm, think before speaking, and most importantly to be honest about what they are thinking and feeling. 2. Discuss slide 8. 	Slide 8

15	Parent/Guardian Discussion	<ol style="list-style-type: none"> 1. Give each youth and each parent/guardian four M&Ms. 2. Display the Teen and Parent/Guardian Discussion slide. Ask them to discuss statement 1. After someone shares their response, they eat an M&M. After the other shares, and eats an M&M, they move to the next statement. 3. To debrief, share some common responses and ask people to share. 4. Conclude the exercise by saying that having another person push a ball uphill with you makes the job easier. 	<p>Slide 9 M&Ms</p> <p>Slides 10–11</p>
5	Why Go to College or Career School?	<ol style="list-style-type: none"> 1. Using the PowerPoint slides, facilitate a discussion on why a post-secondary pathway is important. 2. What does the infographic on Slide 12 tell us? 3. Are there any other reasons the audience can think of? 	Slides 12–14
5	Cost	<ol style="list-style-type: none"> 1. Open this section by recognizing that usually cost is a factor in determining what education/training or career entry programs to pursue. The purpose of this exercise is to teach youth and their parent/guardian how to navigate the cost so it does not get in the way of a chosen pathway. 2. Show Slide 18 and ask for reactions to the graphic. Ask participants how this graphic represents preparing for life after high school. 3. Remember that cost is one of the first obstacles that often needs to be overcome. For example, some parents/guardians immediately close the book on the 4-year college option due to sticker shock. 	<p>Slides 15–17</p> <p>Slide 18</p>

10	Estimating Your Current Expenses	<ol style="list-style-type: none"> 1. Give families the Parent/Guardian Budget Handout and help them estimate their current expenses. 2. Have the group pause and breathe to release any tension people are feeling. 3. Do a guided reflection using Slide 21. 	<p>Slides 19–20 Parent/Guardian Budget Handout</p> <p>Slide 21</p>
20	UC Cost and Financing Option	<ol style="list-style-type: none"> 1. Discuss UC Costs, as well as the cost of other college or university systems. (Encourage audience participation.) 2. Slides 24 to 40 cover financing options and incorporate a trivia game. Discuss the various financing options as a group. Be sure to emphasize free funding sources over incurring student debt but present all options. Encourage audience participation and allow time for the trivia game to get interesting. 3. Use Slide 40 to summarize the portfolio of options and how they contribute to the total cost of education.. 	<p>Slides 22–23</p> <p>Slides 24–40</p>
5	Controlling Costs	<ol style="list-style-type: none"> 1. Distribute the Controlling Costs—Saving Tips Handout and ask youth and parents/guardians to review it. 2. Ask how many of the tips could apply to their situation. 3. Distribute the Financial Aid Resources Handout. 4. Use Slide 42 to summarize 	<p>Slide 41 Controlling Costs—Saving Tips Handout</p> <p>Financial Aid Resources Handout</p> <p>Slide 42</p>
15	Youth Scenarios	<ol style="list-style-type: none"> 1. Distribute the Youth Scenarios Handout. 2. Allow 3 minutes for review. Show Slide 43 3. Ask for a volunteer to come up front and share the first scenario with the whole group (allow 3 minutes). Continue until the four scenarios are shared. 	<p>Youth Scenarios Handout</p> <p>Slide 43</p>

15	Putting It All Together	<ol style="list-style-type: none"> 1. Explain that youth and their parent/guardian will now create their financial scenarios. 2. Share tips to get started and distribute the Your Scenario Handout. 3. Allow 15 minutes for youth and their parent/guardian to create their scenario. 4. Personal scenarios are not shared, as youth and their parent/guardian may not wish to bring light to their financial situation. 	Slides 44-45 Your Scenario Handout
10	Reflection and Moving Forward	<ol style="list-style-type: none"> 1. Invite participants to share what they have learned during the workshop. Slide 46 offers prompts. Were there any “aha moments”? 2. Emphasize that success comes in planning and working together. Make yourself available for future assistance. 3. Thank everyone for attending. 	Slides 46-47



INCOME

Number of people in the household _____

Name	Income
1.	
2.	
3.	
4.	
5.	
Total	

EXPENSES

Food/groceries		
Rent and utilities		
Transportation		
Health insurance		
Tuition and fees		
Books and supplies		
Others (e.g., cell phone, cable, personal care, dining out)		
TOTAL		

Savings/additional income _____

Available \$ per person _____

Pathways to Your Future

Controlling Costs—Saving Tips

Handout



Here are some examples of how you can control your expenses while attending an after high school education/training or career entry program.

Items	Examples	Tips on Saving \$
Housing/dorm & room expenses	<ul style="list-style-type: none"> • On-campus housing rate • Off-campus rent & utilities • Internet (off campus) • Sheets, towels, reading lamps • Laundry 	<p>Live with roommates to share the rent and utilities.</p> <p>Borrow appliances from a parent/guardian or friends, or buy them used.</p> <p>Be mindful of turning off lights to save on electricity.</p> <p>Use A/C and heat sparingly.</p>

Please write down which of the tips above could be useful for you or your parent/guardian, or come up with your own:

-
-
-

Food	<ul style="list-style-type: none"> • Meal plans on campus • Groceries • Restaurants • Snacks 	<ul style="list-style-type: none"> • If you're living on campus, re-search your meal plan: Figure out how much you want to eat on campus vs. off campus and choose a plan that will be right for you. • Share big item groceries with roommates. • Plan ahead and bring lunch and snacks with you to campus if you know you're going to be away from your room/house for a while. • Limit the number of times per month you go out to eat.
------	--	--

Please write down which of the tips above could be useful for you or your parent/guardian, or come up with your own:

-
-
-

Pathways to Your Future

Controlling Costs—Saving Tips Handout



Items	Examples	Tips on Saving \$
Books & school supplies	<ul style="list-style-type: none"> • Book costs vary by class and major. • School supplies include <ul style="list-style-type: none"> » Book bags » Notebooks » Pens & pencils » Note paper » Computer, printer, ink, and paper 	<ul style="list-style-type: none"> • Rent textbooks or buy used books. • Borrow books from friends who took the class before you. • Buy books online—sometimes you can find a better deal. • Use a book from the campus library, especially if you need a new edition. • If you buy new books, consider selling them back to a bookstore that has a buy-back program. • Rather than buying a printer, try printing on campus.

Please write down which of the tips above could be useful for you or your parent/guardian, or come up with your own:

-
-
-

Transportation	<ul style="list-style-type: none"> • Public transportation • Car (insurance, gas, repairs) • Parking permits 	<ul style="list-style-type: none"> • Walk or bike to class/campus. • Many campuses offer a free shuttle service to and around campus. • If you can, consider sharing a parking permit with roommates. • Consider carpooling with friends or roommates.
----------------	---	--

Please write down which of the tips above could be useful for you or your parent/guardian, or come up with your own:

-
-
-



Seven Places You Can Visit to Learn About Financial Aid

Module 4

Financing an after high school education/training or career entry program can be one of the most scary, uncomfortable and/or challenging experiences for you and your parent/guardian. This guide provides information on places (physical and online) that you can go to find the resources you need. Some might be obvious and others not so obvious, so please read the full list and then choose the places that work best for you and your parent/guardian.

1. Attend the Myth Buster: Financing and Budgeting for Education/Training and Career Entry parent/guardian workshop

The workshop will help you and your parent/guardian gain skills to finance and budget for an after high school education/training or career entry program. You will learn about financial aid and financing options and develop a budget and financing plan for your after high school education/training or career entry program.

2. Read school communications regularly

Do your best to read school communications (e.g., email, newsletters) at least once a week. Often schools send information regarding workshops, conferences, or important deadlines for juniors and seniors.

3. Attend school events, PTA meetings, or visit parent/guardian engagement centers

Besides sending information, schools also host meetings with knowledgeable guest speakers or organize workshops and conferences. These are great places not only to receive information about financial resources but also to connect with others who are going through the same process you are. Take advantage of them! Some school districts also have parent/guardian engagement centers, which are offices that take walk-ins and are full of great information.

4. Schedule a call or meeting with the school counselor

Counselors address the academic, career, and personal/social needs of all youth in all grade levels. Nonprofits, community colleges, career centers, and universities give them printed information, promotional materials, and offer to host workshops at the school. It is easy for counselors to pass on this information to you—you can learn a lot in only one visit!

5. Contact the admissions office of your local community college

Community colleges have dedicated staff for admissions and have all sorts of financial resources information. If you go online, most education/training and career entry programs have detailed information regarding tuition and fees, payment options, financial aid, scholarships, tuition assistance programs, and tax incentives. Even if you are not planning to attend community college, they are a local resource with personnel who have expertise about the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and the Federal College Work Study Program (CWSP).



6. Visit your local library

Libraries are great places to get information during afterschool hours. They let you check out materials, use public computers, and access Wi-Fi. More importantly, some of them host financial aid workshops, with the advantage of small groups and personalized attention.

7. Search the web

Searching the web can be confusing or time consuming. Below are five places you can go to access trusted and accurate information regarding financial aid.

Federal Student Aid Website (FAFSA)

FAFSA stands for Free Application for Federal Student Aid. Their website is one of the more comprehensive ones for finding information on financial aid to help pay for an after high school education/training or career entry program. Visit <https://studentaid.ed.gov/sa/types> to learn about types of federal aid available to you. For information on scholarships and grants from nonprofit and private organizations, you will need to visit their individual websites.

California Student Aid Commission (CSAC)

The California Student Aid Commission motto is “Applying for aid doesn’t have to be hard.” Visit www.csac.ca.gov/ for a step-by-step on “how to apply” or <https://cash4college.csac.ca.gov/> to find a “cash for college” workshop in your area.

University of California Admissions

The University of California redesigned their website to make it easier for you to navigate. Rather than visiting each individual campus, now you can go to <https://admission.universityofcalifornia.edu/> for all pre-enrollment information. At the top of the home page, you can click “tuition & financial aid” to get familiar with all UC financial resources.

The California State University Admissions

The CSU has a website that addresses everything regarding paying for college. It addresses “CSU costs” and “financial aid” separately. Make sure you visit both sections so you can make informed decisions. The website is www2.calstate.edu/attend/paying-for-college.

Find a financial aid estimator or attend a budgeting workshop

Some colleges/universities have an online financial aid estimator. To find it, go to www.google.com and type: financial aid estimator + college/university name. Although the actual cost and financial aid will vary by college, using the online tools might help you get a better picture of what to expect. If you are not comfortable inputting this information online, make sure you attend the Pathways to Your Future Myth Buster: Financing and Budgeting for Education/Training and Career Entry parent/guardian workshop (no. 1 in this list) that will be offered in your community!



SAM: Annual parent/guardian income = \$20,000

Status: First-year

Sam's financial aid shopping sheet:

Total cost of attendance: \$35,300

- Tuition and fees: \$13,900
- Housing and meals: \$15,800
- Books and supplies: \$1,200
- Transportation: \$2,000
- University health insurance plan: \$2,400

Gift aid: \$25,300

Net cost: \$10,000

Options for Sam to meet the net cost of \$10,000:

- Federal loans: \$5,500
- Work study/part-time employment wages (during the school year): \$3,000
- Savings from summer work: \$1,500
- Parent/guardian earnings, savings, or loans: \$0

Sam's story

Sam's gift aid pays for not just their tuition and fees (\$13,900) but also for the majority of their on-campus living expenses (room and board, which includes a meal plan). Because their parent/guardian can't help with money, Sam took out all the low-interest federal loans that were available and found a part-time work study job at the library on campus.

By working between 10 to 15 hours per week (\$11/hour), using savings from working during the summer at a department store prior to being a first-year student, and taking out federal loans, Sam is able to cover the rest of their expenses. Sam also cuts down on some transportation costs by relying on the free campus shuttles instead of a car.



SONJA: Annual parent/guardian income = \$40,000

Status: Junior, transfer student

Sonja's financial aid shopping sheet:

Total cost of attendance: \$32,400

- Tuition and fees: \$13,900
- Housing and meals: \$12,400
- Books and supplies: \$1,200
- Transportation and personal expenses: \$2,500
- University health insurance plan: \$2,400

Gift aid: \$21,800

Net cost: \$10,600

Options for Sonja to meet the net cost of \$10,600:

- Work study/part-time employment wages (during the school year): \$3,000
- Private/outside scholarships: \$5,000
- Savings from summer and other part-time work: \$2,000
- Parent/guardian earnings, savings, or loans: \$600

Sonja's story

Sonja transferred to UC after finishing a degree at a community college. They knew that tuition and fees would be higher at UC than at community college, so they applied for and received outside scholarships worth \$5,000. Sonja also planned carefully to reduce some expenses. To save money while at UC, Sonja chose to share an off-campus apartment with some friends from community college who also transferred to UC.

In addition to sharing groceries and the utilities, Sonja and the roommates carpool to campus twice a week when their schedules allow for it or take the free campus shuttle that picks them up a couple blocks away from their apartment. Because Sonja was not awarded federal work study as part of her financial aid package, they decided to continue working part-time at the bank where they worked full-time while attending community college. Sonja decided not to take out federal loans because the net cost is met through the combination of the scholarship, working at the bank part-time during the school term, using money saved during the summer, and a modest contribution from Sonja's parent/guardian.



SALINA: Annual parent/guardian income = \$60,000

Status: Sophomore

Salina's financial aid shopping sheet:

- Total cost of attendance: \$32,400
- Tuition and fees: \$13,900
- Housing and meals: \$15,400
- Books and supplies: \$1,200
- Transportation and personal expenses: \$1,900
- University health insurance plan: \$0

Gift aid: \$17,500

Net cost: \$14,900

Options for Salina to meet the net cost of \$14,800:

- Federal loans: \$5,000
- Work study/part-time employment wages (during the school year): \$2,500
- Savings from summer and other part-time work: \$2,500
- Parent/guardian earnings, savings, or loans: \$4,800

Saliina's story

Salina's gift aid pays for tuition and fees, as well as some of their on-campus expenses. By living in a dorm on campus, Salina can either walk or ride a bike to classes and only uses the bus to visit family, who live an hour away. Salina saves money on books for some classes by borrowing books from friends who took the same classes last year. Salina opts out of the University health insurance plan because they are covered by a parent/guardian medical plan.

To meet the net cost, Salina took out the federal loans available and had additional help from a parent/guardian. Because Salina worked at the campus music department last year for work study, they were able to continue working there as a communications assistant this year, arranging their class schedule so they could work between 15 and 20 hours and earning a higher hourly rate than before.



MICHAEL: Independent student

Status: 4th year, transfer student, U.S. military veteran

Michael's financial aid shopping sheet:

Total cost of attendance: \$29,300

- Tuition and fees: \$13,900
- Housing and meals: \$11,800
- Books and supplies: \$1,200
- Transportation: \$2,400
- University health insurance plan: \$0

Gift aid: \$18,800

Military benefits: at least \$10,500

Net cost: \$0

Michael's story

Michael served 3 years of active duty in the army. They finished service and returned home with the goal of becoming a lawyer. Michael knew that they would be eligible for 36 months of GI Bill education benefits under the Post-9/11 GI Bill, so thought carefully about how to maximize these benefits while attending community college, UC, and eventually law school. Michael used 1 year of eligibility to complete a community college degree, to then transfer to UC.

Now that Michael's enrolled at UC, they receive gift aid, which covers their tuition and fees and some living expenses, and the GI Bill benefits cover the rest of the living expenses plus books and supplies and transportation costs. Because Michael's UC gift aid coupled with the GI Bill benefits cover the total cost of attendance, they do not have to work or borrow while at UC. Once Michael completes a bachelor's degree, they still will have 1 year of GI Bill benefits remaining, which they can use to attend law school.



Annual parent/guardian income = \$

Status:

Michael's financial aid shopping sheet:

Total cost of attendance: \$

- Tuition and fees: \$
- Housing and meals: \$
- Books and supplies: \$
- Transportation: \$
- University health insurance plan: \$

Projected Gift aid: \$18,800

Projected Military benefits: at least \$10,500

Projected Net cost: \$0

Options for you to meet the net cost of \$:

- Federal loans: \$
- Work study/part-time employment wages (during the school year): \$
- Private/outside scholarships:
- Savings from summer and other part-time work: \$
- Parent/guardian earnings, savings, or loans: \$

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family/guardian medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a U.S. veteran.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's equal employment opportunity policies may be directed to: UCANR, Affirmative Action Compliance and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1397. Email: jsafox@ucanr.edu.

Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

To order or obtain UC ANR publications and other products, visit the UC ANR online catalog at <https://anrcatalog.ucanr.edu/> or phone 1-800-994-8849. Direct inquiries to

UC Agriculture and Natural Resources
Publishing
2801 Second Street
Davis, CA 95618
Telephone 1-800-994-8849
E-mail: anrcatalog@ucanr.edu

©2021 The Regents of the University of California. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Publication 8686

ISBN-13: 978-1-62711-147-8

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a protected veteran or service in the uniformed services (as defined by the Uniformed Services Employment and Re-employment Rights Act of 1994 [USERRA]), as well as state military and naval service.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's equal employment opportunity policies may be directed to: Affirmative Action Compliance and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1343. Email: titleixdiscrimination@ucanr.edu. Website: https://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

An electronic copy of this publication can be found at the UC ANR catalog website, <http://anrcatalog.ucanr.edu/>.

This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by UC ANR Associate Editor for 4-H Youth Development Dorina Espinoza.

web-10/21-HW/DES