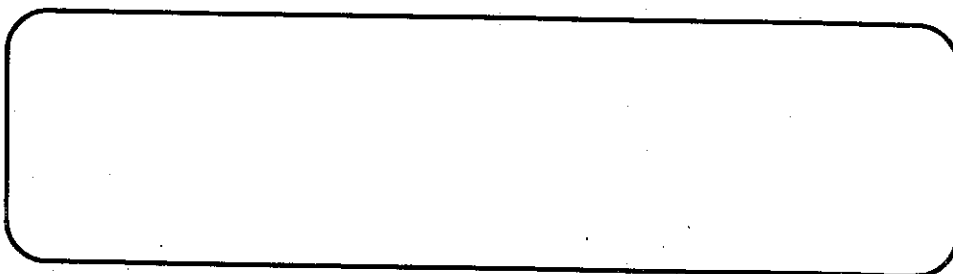


Education and Career Plan

College Connections

ESOL



This education and career plan has been prepared for

Class Level

Plan Date

College Connections

The College Connections program at College Bound Dorchester brings together a team of administrators, instructors, and college readiness advisors to deliver both the academic and the social-emotional coaching and experience that students need for success.

Middle School (1)

ESOL (2)

High School (3)

Foundations (4)

Bridge to College (5)

Support (6)

College Readiness
Advising

College Connections serves the following students.

1. Middle school students from the Boston Public Schools (BPS) system
2. Immigrants with or without high school and postsecondary credentials, but for whom language is a barrier
3. High school students, but who need extra supports, and who benefit from art programming
4. High school drop-outs and immigrants without high school credentials
5. Individuals with high school credentials seeking college readiness courses
6. Program participants who matriculate to college

Education and Career Planning

College readiness advising includes education and career planning and is an important feature of College Connections. Alongside academic preparation, College Connections participants can look forward to acquiring skills in the areas of college knowledge, career readiness, and personal readiness.

This handbook has been designed for use as a tool for advisors and students to document student goals in general and to explore education and career goals and strategies in greater detail. The handbook also allows for advisors to check in with students about academic progress and to discuss other areas of importance.

Checklist and Procedure

- ☐ Review and update intake data as necessary
- ☐ Complete any other necessary forms
- ☐ Document Check: ☐ Valid ID ☐ SS Card ☐ Birth Certificate ☐ Proof of Residency ☐ Transcripts
- ☐ Discuss standardized test results, as are available: Pre _____ Post _____
- ☐ Examine progress along academic and social-emotional benchmarks
- ☐ Select academic and personal goals
- ☐ Document education and employment background
- ☐ Explore skills, values, and interests
- ☐ Establish a time management strategy
- ☐ Explore careers, set short term and long term education and career goals and family goals
- ☐ Develop strategies for achieving education, career, and family goals
- ☐ Discuss and document any other area requiring attention
- ☐ Schedule follow-up session

Goal Setting

Categories	Goal Codes	Goal Descriptions	Date Set	Date Removed	Date Met
C	A13	Apply for US citizenship			
I	A14	Receive Appointment for citizenship interview			
V	A15	Pass citizenship exam			
I	A 16	Receive certificate of citizenship at oath ceremony			
C	B4	Register to vote			
S	B5	Vote in an election			
	B11	Attain legal residency			

H	C3a	Quit smoking			
E	C3b	Improve health of children			
A	C3c	Improve personal health			
L	C3d	Learn about nutrition			
T	C3e	Learn about the effects of second hand smoke			
H	C3g	Learn ways to reduce stress			

E	A3	Obtain GED diploma			
D	A7a	Enter college			
U	A12	Help child with homework or read to child (twice a week)			
C	B1	Get learner's permit to drive			
A	C2	Increase computer literacy skills			
T	C4a	Increase participation in school activities			
I	C4b	Join an organization at your child's school			
O	C4c	Have greater involvement in children's schooling			
N	C4d	Improve family communication			

C	B2	Get a driver's license			
O	B3	Get and use a library card			
M	B6	Learn about or use community organizations or resources			
M	B7	Volunteer in a program, community, or school			
U	B8	Participate in a community activity			
N	B13	Obtain stable housing			
I	B14	Buy a home			
T	C5a	Improve household management skills			
Y	C5d	Participate in a mentor/leadership role			

Goal Setting

Categories	Goal Codes	Goal Descriptions	Date Set	Date Removed	Date Met
E M P L O Y M E N T	A1a	Enter employment			
	A1b	Retain new employment			
	A2	Retain current employment			
	A8a	Enter occupational training			
	A8c	Complete occupational training			
	A11	Increase earnings			
	B9	Obtain a more satisfying/appropriate job			
	B10	Get industry related certificate or license			
	B15	Start a business			
	C6a	Create a resume			
	C6b	Register at and/or visit a career center			
	C6c	Go on a job interview			
	C6d	Apply for a job			
F I N A N C E	B12	Open a checking or savings account			
	C5b	Enhance financial management skills			
	C7a	Learn about financial planning			
	C7b	Learn about credit and debit card use			
	C7c	Learn about employee benefits packages			
	C7d	Develop a personal and/or a family budget			
CULTURE	C5e	Learn about US Culture			
O T H E R	CBD 1	Graduate from or get promoted to next grade			
	CBD 2	Enter college level Math, Reading, Writing			
	CBD 3	Obtain a working phone			
	CBD 4	Set up an e-mail account			
	CBD 5	Obtain government-issued documents (SS card, birth certificate, state ID, etc.)			
	CBD 6	Get child in school or daycare			
	CBD 7	Gain partial or full custody of child			
	CBD 8	Record or perform writings, poetry, music			

Action Steps For Achieving Goals

Goal	Action Step	Date to complete activity	Resources that I have to help me complete this step
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Education Background

Accomplishment	Type	When	Where
Last Grade Completed			
High School Diploma	<input type="checkbox"/> Yes <input type="checkbox"/> No		
High School Equivalency Diploma	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Apprenticeship Certificate			
Industry License			
Technical School Certificate			
College Degree			
Other			

Survey of Academic Routine

Routine	1 st Cycle	2 nd Cycle	3 rd Cycle	4 th Cycle	5 th Cycle
Weekly Schedule of Activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Time and Place for Homework	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
More Than Two Hours on Homework	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Seek Feedback from Instructors	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Time Management Strategy

1 st Cycle	
2 nd Cycle	
3 rd Cycle	
4 th Cycle	
5 th Cycle	

Employment Background

Employed <input type="checkbox"/> Yes <input type="checkbox"/> No	Job Type <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Multiple Jobs <input type="checkbox"/> Temporary Jobs
Start Date	Company Location
Company Name	Job Responsibilities

Employment Experience

Job Title	When	Where	Responsibilities

Other Experience (Volunteer work, babysitting, caring for elderly, homemaking, etc.)

Type	When	Where	Responsibilities

Skills

Communication Skills

___	reading and following directions
___	putting things in alphabetical order
___	comparing or cross-checking two lists
___	filling out forms
___	writing letters and memos correctly
___	reading and understanding policies and memos
___	writing reports
___	speaking to people you don't know

Number Skills

___	doing arithmetic correctly
___	using percentages and decimals
___	using a calculator
___	rounding off numbers

___	speaking English and another language
___	taking notes while someone speaks
___	finding information (from phonebook, dictionary, library, etc.)
___	using a map
___	reading bus, train, and plane schedules
___	explaining things to other people
___	know when to ask for help or more explanation

___	typing/keyboarding
___	calculating hours worked, money owed, etc.
___	estimating costs and/or time needed to complete a job
___	using a database program on a computer

Skills

Technical Skills

___	making, fixing, and repairing things
___	operating machinery
___	installing things

___	building things
___	gardening, landscaping, and farming

Business Skills

___	operating a computer
___	using a business telephone
___	filing, sorting, and classifying information

___	balancing checkbooks
___	working with budgets
___	setting up and closing out a cash register

People Skills

___	caring for children responsibly
___	caring for the sick and elderly
___	showing warmth and caring
___	calming people down

___	helping people complete a task
___	teaching someone how to do something
___	knowing how to get along with different people and personalities
___	leading groups or activities

Skills

Management and Self-Management Skills

___	being patient with others
___	keeping a cheerful attitude
___	getting interested/excited about the task at hand
___	offering to help when it is needed
___	knowing how to take directions
___	motivating self to do what needs to get done
___	helping motivate others to get the job done
___	prioritizing tasks so larger goal is met on time
___	following the rules

Creative and Artistic Skills

___	artistic
___	drawing, illustrating, sketching
___	expressing, performing
___	presenting artistic ideas
___	dancing, body movement

___	presenting a neat and professional image
___	checking own work
___	working hard without complaining
___	using courtesy when dealing with others
___	seeking help when needed
___	being eager to learn
___	speaking up for yourself
___	solving problems in a cooperative way

___	visualizing shapes
___	designing, mechanical drawing
___	model making
___	writing poetry
___	photography

Skills, Career Interests, and Job Values

Skills to Develop

--	--	--	--

Career Interests

--	--	--	--

Job Values

Which job qualities do you value the most? Rank the items below from 1 to 12, with 1 being the most important. When exploring job possibilities, focus only on jobs that meet your highest ranked values.

___ Good salary

___ Good benefits (insurance, retirement, etc.)

___ Job security

___ Work hours that meet your needs

___ Satisfactory location

___ Compatible coworkers, supervisors, customers

___ Opportunity to learn and develop skills

___ Challenging and satisfying work

___ Good working conditions / environment

___ Like / believe in what the organization does

___ Chance for promotion / advancement

___ Prestige and respect

Career Exploration



www.bls.gov/ooh has the **Occupational Outlook Handbook**. Explore **Occupation Groups** and list four groups from most to least interested in. From each group, find and rank the most appealing jobs.

**Most Appealing
Occupation Groups**

1

3

2

4

**Most Appealing Jobs
From Occupation Groups**

1	Job Title	Annual Salary	Job Duties	Skills, interests, and job values	Required training or education	Source of training or education

2	Job Title	Annual Salary	Job Duties	Skills, interests, and job values	Required training or education	Source of training or education

3	Job Title	Annual Salary	Job Duties	Skills, interests, and job values	Required training or education	Source of training or education

4	Job Title	Annual Salary	Job Duties	Skills, interests, and job values	Required training or education	Source of training or education

Short Term Goals

Short Term Education Goals (now to six months)		Date Met
Short Term Career Goals (now to six months)		Date Met

What might make it difficult for me to achieve my short term goals?

___	Lack of academic qualifications	___	Inadequate financial resources
___	Work schedule	___	Insufficient time
___	Family commitments	___	Other _____

How might I overcome difficulties with achieving my short term goals?

___	Make more time for academic work	___	Check in more regularly with advisor
___	Adjust work schedule	___	Use this resource _____
___	Obtain support of family	___	Other _____

Steps to Achieving Short Term Goals

Action Step	Date to complete activity	Resources I have to help complete this step
1		
2		
3		
4		
5		
6		

Long Term Goals

Long Term Education Goals (two to five years)		Date Met
Long Term Career Goals (two to five years)		Date Met

What might make it difficult for me to achieve my long term goals?

___	Lack of academic qualifications	___	Inadequate financial resources
___	Work schedule	___	Insufficient time
___	Family commitments	___	Other _____

How might I overcome difficulties with achieving my long term goals?

___	Make more time for academic work	___	Check in more regularly with advisor
___	Adjust work schedule	___	Use this resource _____
___	Obtain support of family	___	Other _____

Steps to Achieving Long Term Goals

Action Step	Date to complete activity	Resources I have to help complete this step
1		
2		
3		
4		
5		
6		

Family Goals

Family Goals		Date Met
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What might make it difficult for me to achieve my family goals?

___	Lack of academic qualifications	___	Inadequate financial resources
___	Work schedule	___	Insufficient time
___	Family commitments	___	Other _____

How might I overcome difficulties with achieving my family goals?

___	Balance academic and family time	___	Check in more regularly with advisor
___	Adjust work schedule	___	Use this resource _____
___	Obtain support of family	___	Other _____

Steps to Achieving Family Goals

Action Step	Date to complete activity	Resources I have to help complete this step
1		
2		
3		
4		
5		
6		

Follow Up

Follow Up Dates

Area for Follow Up

Actions for Advisor or Instructor

Date Met

My Actions

Date Met

Area for Follow Up

Actions for Advisor or Instructor

Date Met

My Actions

Date Met

Area for Follow Up

Actions for Advisor or Instructor

Date Met

My Actions

Date Met

Notes



Education and Career Plan

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