CAREER AND COLLEGE DEVELOPMENT

LESSON 7-28 ▲ DOORS TO COLLEGE

**LEARNING GOALS/OUTCOMES**

* Understand the CTE options at the college level
* Know the immediate and long-term steps to access CTE opportunities
* Compare and contrast career and technical options and campuses

**MATERIALS NEEDED**

* **Student Handouts:**
* Career and Technical Doors
* **Access to internet and projection capabilities** to display the Washington Career Bridge website at <http://www.careerbridge.wa.gov/>

**CLASSROOM ACTIVITIES**

1. **Have students imagine themselves as high school graduates in 20XX (whatever their graduation year will be!)** with their hand on the college door. Ask them to consider whether this is the only door they’ve checked out or do they have many doors they can open. Is it the best fit for them or something that ended up to be plan B?  
     
   Share with students that the object of today’s workshop is to learn how many great opportunities (doors) will be open to them in career and technical education after high school.
2. **Reintroduce the website**, **Washington Career Bridge (**[**http://www.careerbridge.wa.gov/**](http://www.careerbridge.wa.gov/)**).** If you have not completed the earlier lessons, quickly share with the students the first two components.
3. **Brainstorm careers that interest them and make a list on the board or on chart paper.** As a class, choose one for the whole group to research so that you can model the process you will expect students to complete with a partner.
4. **Open the website and go to** “**FIND EDUCATION, Start Search**.” Enter the title of the job or occupational area the class wants to investigate. Note: The search process is NOT a left to right look at programs in a first scan. Students at the middle level are much more likely to be initially interested in the “odd” comparisons/contrasts such as the number of programs and how long the program takes. The first steps are to familiarize the students with the site so that they can do an investigation more specific to a job that interests them.
5. **Note under** “**Search Results*,”*** that this page shows 1 – 25 programs out of a possible 500 for example for nursing. **Write the number of programs down** on the *Career and Technical Doors* handout.
6. **Look at the ETP, or Eligible Training Provider, column.** Explain that these programs are approved to train individuals who qualify for a WIA Individual Training Account voucher or extended unemployment benefits under the state's Training Benefits program. [Learn more about this](http://www.careerbridge.wa.gov/Page.aspx?cid=262). Some schools choose not to participate in the ETP program.these are programs that have applied to the State of Washington for approval. Not all schools choose to complete this step so it is important for students to research the certification and approval status of any college or program that interests them.
7. **Scan the page for the length of the programs.** If you used nursing for example, programs run from three days to four years. Write this down on the handout.
8. **Next, scan the locations.** Find some that are near or in your community. Choose at least one program that is in another part of the state you might like. Write these down on the handout.
9. **This step will now require that you** **look at the kind of job you might like** **and the career and technical program that best fits your needs.** In nursing, for example, compare the practical nursing or AS/AAS programs at Whatcom Community College, Skagit Valley Community College, and Lake Washington Institute of Technology. Write down the following information about each program on the handout:

* Name of the program
* ETP accreditation (yes/no)
* Length of Time to complete and credits required
* Award Type (certificate, degree)
* Cost per credit
* Entrance requirements

1. **Discuss with students the reasons why it is important to compare and contrast programs to find the best fit.** These include location, entrance requirements (can you meet them), cost, type of award (and how it makes you marketable), and whether or not the program is approved by the State of Washington.
2. **Distribute the *Career and Technical Doors* Handout and allow students time to research and write down their information**. Depending on class time and structure, you can choose several ways to allow students to research programs.

* Have individual students research two programs to compare or contrast what they learned.
* Have three students choose the same search field and dig into just one program individually so that they can compare the programs with each other.
* Divide the class into four to five groups where each group represents a job-type or occupational area. Allow students to work together to research different programs.

1. **Have groups share what was most interesting about comparing programs.** Again, discuss why it is important to be a “comparison” shopper and to find the right fit.
2. **Go back to the opening and** **ask students again to imagine themselves as high school graduates in 20XX.** Have them think about how many doors are now open to them.

**STUDENT PRODUCTS**

* **Completed *Career and Technical Doors* Handout**

CAREER AND COLLEGE DEVELOPMENT

LESSON 7-28 STUDENT HANDOUT

CAREER AND TECHNICAL DOORS

**SCAN the Washington Career Bridge website.**

**Job Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of programs Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Not just the opening page)

**Program length ranges from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Locations near our community include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Locations in other parts of the state that might be nice are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RESEARCH a Program.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Search 1 | Search 2 | Search 3 |
| Job Area |  |  |  |
| Program Title |  |  |  |
| Location |  |  |  |
| Award Type |  |  |  |
| Length of Program |  |  |  |
| Cost |  |  |  |
| Entrance Requirements |  |  |  |

**What was most interesting about the comparison between the programs?**

**Which now seems to be the best fit for you?**