

# Segue Program for Career Literacy

Students graduate from high school and find themselves on *one of two paths*: a *productive* path that includes further education or training and an evolving work life, or, a largely *under-productive* path that too often leads to subsistence living, reliance on public assistance, and even crime.

How can students become motivated *during* high school for a future about which they have such a limited concept?

A stellar 20+ member Advisory Committee was formed of education experts to help develop an evolving solution. It includes the county superintendent of schools, school board members, principals, university professors, parents, teachers, and students.

Graduates **join the workforce** better prepared, in better paying jobs, supporting the economy, and enjoying a good quality of life. Problems related to public assistance, teenage pregnancy, substance abuse, violence and crime are reduced.

A simple online scheduling system coordinates parent and community volunteers to share with students in the classroom their **career path stories** (e.g., what they like about the career, how they got there, education needed, lessons they learned). Each student receives up to 25 presentations per year.

Analyze results. Data driven change. Continue, revise, or create new program elements. [PDSA]

Students become **empowered and motivated** by this new reality (that *they* are the ones who make these daily choices), *stay in school*, put forward *more effort*, *improve their grades*, and *improve their options* for future education, careers, and vocations.

Students' concept about their **future is greatly expanded** in a way they can hear and internalize. They learn of specific honorable *careers that they could do*, giving them good reason to put forward *effort now* to benefit their future. They learn the Segue Formula: "**more effort in school now = more options for your future.**"

Students assimilate the new information and are encouraged to take the **next steps at their career centers**, and to explore and *learn for themselves* more about specific or general post-secondary education, career, or vocational directions. They are encouraged to create a folder to keep their notes and ideas as they explore the future.

Students come to see that the **choices in their life are theirs** to make; and, that these very *choices* they make, daily, will drive their *future destiny*. They choose to divide their time between entertainment/leisure and actions to support their future (e.g., studying more, providing community service, exploring college or career options)