Junior Achievement®

JA Assembling Your Career®

Guide for Volunteers and Teachers

JA Assembling Your Career®

Guide for Volunteers and Teachers

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Acknowledgments

Sponsorship

Junior Achievement gratefully acknowledges the Alcoa Foundation for its dedication to the development and implementation of the digital supplement *JA Assembling Your Career.*

Junior Achievement appreciates its partnership with the Alcoa Foundation to help provide middle school and high school students with practical information about STEM (Science, Technology, Engineering, and Mathematics) careers and ways students can prepare for these careers while still in school.

Consultants

Junior Achievement expresses its gratitude to the following consultants and writers for their contributions to the development of *JA Assembling Your Career*. Experienced and professional educators and subject-matter experts are employed to design, write, and review Junior Achievement programs. Their expertise in advanced manufacturing, business, career counseling, STEM, curriculum development, and pedagogy has significantly enhanced the quality of this program.

- Brent Weil, Senior Vice President for Education & Workforce, The Manufacturing Institute, Washington, DC
- Eric V. Gearhart, Special Projects, SkillsUSA, Leesburg, VA
- Eric C. Heasley, M.Ed., Executive Director, A.W. Beattie Career Center, Allison Park, PA

Junior Achievement recognizes the following Alcoans for their support and direction on the development of *JA Assembling Your Career*. Their experience and expertise significantly enhanced this supplement.

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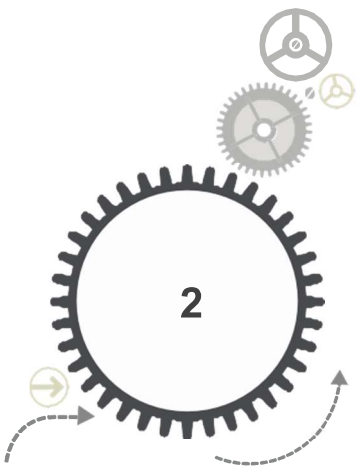
- Alcoa, Pamela Whitton, HR Manager, Lafayette Operations GRP, USA

JA Areas

JA Worldwide acknowledges the following Junior Achievement Areas for their work in the development of *JA Assembling Your Career*.

- Junior Achievement of Jamaica
- Junior Achievement of Singapore
- JA of Western Pennsylvania
- Young Enterprise UK



Foreword

JA Worldwide

JA Worldwide is one of the largest global non-governmental organizations (NGO) dedicated to addressing fundamental social and economic challenges of young people by educating and empowering them to transform their future and own their economic success.

Through cutting-edge, experiential learning in work readiness, entrepreneurship, and financial literacy, JA Worldwide effectively broadens the canvass of possibility for young people and enriches their ability to contribute to the strength of their families, communities, and economies.

Supplement Overview

JA supplements are developed with a primary emphasis on work readiness, entrepreneurship, and financial literacy, while providing a strong secondary emphasis on mathematics, reading, and writing skills. Students learn fundamental business and economic concepts, explore career interests and opportunities, and develop work-readiness skills.

During visits to classrooms, volunteers serve as role models. Through a variety of experiential activities, students better understand the relationship between what they learn in school and their successful participation in a global economy.

JA Assembling Your Career

JA Assembling Your Career promotes the valuable involvement of teachers, corporate volunteers, and nonprofit youth programs to engage middle school and high school students in STEM careers.

The Guide for Volunteers and Teachers and the online tools provide practical information about STEM careers and ways for students to prepare for these high-demand occupations while still in school.

Following participation in the supplement, students will be able to:

- Articulate why STEM careers and STEM skills are important to their futures, regardless of where they live now or where they choose to live as adults.
- Identify two or three STEM fields that they wish to explore beyond these activities.
- Chart a path to get them from where they are now to a STEM career.

Preparing for Sessions

Junior Achievement USA provides additional resources online for first-time volunteers or for volunteers who would like a refresher as they prepare to teach the sessions in this guide. These tools are available by clicking Volunteer with Junior Achievement.

The topics include:

- Scheduling a class visit/planning session with the teacher before your first session with the students to:
  - ✓ Meet and plan with the teacher.
  - ✓ Observe the students.
- Reviewing the sessions.
- Working with students:
  - ✓ General tips
  - ✓ Creating expectations
  - ✓ Teaching strategies
  - ✓ Managing the class
- Implementing the supplement in an after-school or alternative setting.

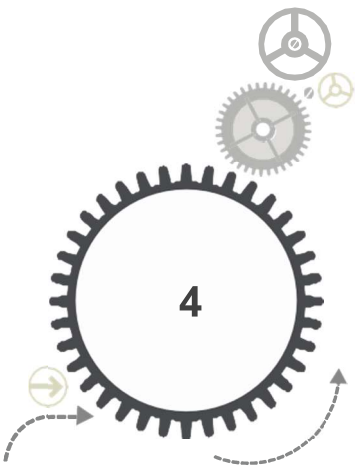
Junior Achievement Websites

For additional resources and activities for volunteers, educators, and students, please visit the following Junior Achievement websites:

- JA Africa
- JA Americas
- JA Asia Pacific
- JA-YE Europe
- INJAZ Al Arab
- Junior Achievement USA
- JA USA Student Center
- JA Worldwide

For additional resources and statistics on the domestic and global demand for STEM related occupations please visit the following websites:

- Dream It. Do It.
- Edge Factor
- Manpower



Volunteer Conduct Standards

Junior Achievement (JA) serves youths. JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youths carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youths they serve, it has established the following standards.

1. *Young people look to adults for examples of appropriate behavior*. JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity or sexualized language or jokes are inappropriate when working with students, regardless of whether they occur face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youths; for example, providing them alcohol or legal or illegal drugs or coaxing them into illicit relationships over the Internet or otherwise.
2. *Volunteers must take particular care when touching youth*. Most adults understand the difference between appropriate physical contact, such as a handshake or pat on the back, and contact that is sexual or disrespectful.
   Volunteers also must be cognizant of how any physical contact may be perceived.
3. *Interactions with students must both be appropriate and appear appropriate*. It is expected that volunteers' interactions with students are at all times appropriate and professional and are strictly related to the role of business mentor. It is unacceptable to seek or engage in one-to-one meetings with students at any time.
4. *Volunteers are responsible for the quality of interactions*. Students often find it difficult to state discomfort or objections. Volunteers must be especially sensitive to physical and verbal cues that youth provide.

The aforementioned standards do not represent a comprehensive list. Other actions not included could result in suspension or dismissal as a volunteer. JA volunteers also must read and comply with JA's social media policy.

Junior Achievement takes all complaints of misconduct seriously. Credible allegations of misconduct will be promptly reported to the appropriate authorities. During any such investigation, the JA volunteer will be placed on leave. If an investigation determines misconduct occurred, it will result in the immediate and permanent dismissal as a JA volunteer.

Any JA staff member or volunteer who reasonably suspects misconduct must report these suspicions immediately to the appropriate JA staff person at the local office.

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Session One

Opportunities Abound

Overview

Students review the factors to consider when researching high-growth careers: personal interests, education and training levels, and work environment.

Concepts
High-growth careers
Interests
Skills
Work environment

Skills
Analyzing information
Reading for understanding
Self-assessment

Objectives

Students will:

- Increase their awareness of careers in science, technology, engineering, and mathematics (STEM).
- Make the initial connection between what interests them, what they are studying in school, and the opportunities available in high-demand careers.

Preparation

Classroom Option

- ☐ Arrange for students to complete the Pre-Test at the beginning of this session. This test is available on Page 23. The results will be compared to those of the Post-Test administered at the supplement's conclusion.
- ☐ Prior to the session, determine with the teacher if the online learning activities will be presented to the class, or if each student needs access to a computer to complete the online learning activities.
- ☐ Work with the teacher to ensure the classroom is setup to deliver the online learning activities and each computer is set on the supplement landing page at: Junior Achievement Apps.
- ☐ Review the session and online learning activities prior to introducing the session to students. Become familiar with the terms discussed in the session.
- ☐ Preview the Introduction Video available on the landing page and be prepared to watch it with the students.

Flipped Classroom Option

- ☐ Arrange for students to complete the Pre-Test at the beginning of this session. This test is available on Page 23. The results will be compared to those of the Post-Test administered at the supplement's conclusion.
- ☐ Work with the teacher to assign the Introduction Video and online learning activities presented in this session. Have the students watch the video and complete the online learning activities prior to meeting as a class.
- ☐ Follow the Introduction as written and review the Video Talking Points as a class.
- ☐ Next, review the online learning activities by presenting the activity identified in the Summary and Review.
- ☐ Allow class time for the students to complete the Extended Learning Opportunity provided on Page 11.

Recommended Time

This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Online Materials

- Introduction Video
- Opportunities Abound Online Learning Activities

Presentation

Introduction

Greet the students. Tell them your name, describe your job, and provide some information about your background. Explain that you are a volunteer with Junior Achievement, an organization dedicated to inspiring and preparing young people to succeed in a global economy.

Introduction Time:

10 Minutes

Junior Achievement

Tell the students that many high-demand, **high-growth careers** can be found in the disciplines of science, technology, engineering, and mathematics (**STEM**).

Explain that STEM careers are in demand in today's workforces around the world and are predicted to remain so over the next 10 years. Encourage the students to think about how the STEM disciplines might help them achieve their goals.

Key Term
High-growth careers
Occupations predicted to have more positions available than qualified applicants over the next 10 years.

Some STEM careers don't require a college degree and offer students exciting, high-paying opportunities. More information about STEM (Science, Technology, Engineering, and Mathematics) careers as well as statistics and resources are provided in the Preparing for Sessions section.

Use this space to note what you would like to share about your background (including your connection to the STEM disciplines).

Next, have the students review the *JA Assembling Your Career* landing page on your screen or setup on their computers. Point out the different sections. Present a brief overview of the supplement. Explain that *JA Assembling Your Career* is designed to provide students with practical information about STEM-related careers and ways to prepare for these high-growth careers while still in school.

As a class, have the students watch the Introduction Video.

Video-at-a-Glance

Students learn more about Reshma's career path and the opportunities made available to her through STEM. Reshma explains that a college professor encouraged her to study chemistry, but she quickly points out that not all STEM-related careers require a four-year degree. Many opportunities exist for young people interested in pursuing two-year degrees, the skilled trades, and certification programs.

Following the Introduction Video, review the information and career guidance presented. Ask for student volunteers to share their interests, skills, and possible career goals. Talk about ways these examples are related to the STEM disciplines.

Define **interests** and **skills** and use the following Talking Points to further discuss the information presented in the video.

Key Terms

Interests
A person's preferred activities or hobbies.

Skills
A person's talents or abilities.

Video Talking Points

- What does Reshma do for Alcoa? What is her title?
- Describe the work she does in her current career.
- Who inspired Reshma to consider a career in STEM?
- What advice does she give students? Specifically, what does she say about the opportunities available to students not interested in pursuing a four-year degree?

Activity

Activity-at-a-Glance

Students complete the online learning activities. Students work in groups to identify the various advancements made possible through STEM disciplines.

Activity Time:

25 Minutes

Introduce the online activities by explaining that the information provided will help students identify and evaluate different high-demand careers. The information will help students compare and evaluate the education requirements, interests, **work environments**, and STEM disciplines associated with the different careers.

Students should be prepared to apply this new information throughout the online activities and during the in-class discussions that follow.

Allow time for the students to complete the online learning activities.

Students who finish early can go back and review the information presented in this session. Once students reach the Conclusion screen, they will be directed back to the landing page.

Key Term

Work environment
The surroundings in a place of work, including physical and social conditions and other factors, that affect the quality of the job experience.

Summary and Review

Summary and Review Time:

10 Minutes

Review the online activities by separating the class into four groups. Assign each group a discipline (science, technology, engineering, or mathematics).

Have each group identify as many important advancements associated with the assigned discipline as possible. Groups also need to provide the reasons why these advancements are important. Allow groups 5 minutes to discuss. As a class, review the groups' findings.

Thank the students for their efforts and participation, and congratulate them on completing the first session in this supplement. Point out this is the first of many steps toward identifying an exciting high-demand STEM career.

Extended Learning Opportunity

Although high unemployment rates exist in many countries, thousands of jobs are currently unfilled because there are not enough workers with the expertise needed in the STEM disciplines. With a continued emphasis placed on traditional four-year college degrees, many of the skilled trades jobs get overlooked, causing a shortage of trained professionals, such as welders and machinists.

Ask the students to select one of the STEM disciplines. Have the students generate a list of products they use daily. Evaluate the list, and as a class consider which of the products listed were produced or manufactured by skilled trades workers. Many of the high-demand career options are filled by skilled trades workers. Have the students research the opportunities available in advanced manufacturing. Have the students consider the electronics, auto, industrial, and aerospace industries.

Session Two

Play the Part

Overview

Students explore multiple careers representative of the science, technology, engineering, and mathematics disciplines. They participate in simulated workplace activities.

Concepts
High-growth careers
Interests
Skills
Work environment

Skills
Analyzing information
Reading for understanding
Self-assessment

Objectives

Students will:

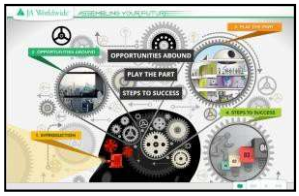
- Identify the daily tasks, work environments, interests, and levels of education for several high-demand careers.
- Recognize the importance of weighing multiple factors and planning when making decisions about their careers.

Preparation

- ☐ Prior to the session, work with the teacher to ensure the classroom is setup to deliver the online learning activities (class computer or individual student computers). Ensure each computer is set on the supplement landing page at: Junior Achievement Apps.
- ☐ Review the session and complete the online activities prior to introducing the session to students. Become familiar with the key terms discussed in the session.

Recommended Time

This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.



Online Materials

- Play the Part Online Learning Activities

Presentation

Introduction Time:

5 Minutes

Introduction

Greet the students. Remind them that during your previous visit, you evaluated high-demand careers by considering and comparing the education requirements, interests, work environments, and STEM disciplines associated with different careers.

Today, students will take important steps in further identifying their interests and skills, as well as recognizing the many opportunities available in STEM-related careers. Students can use this information to make more informed decisions about their educational pursuits.

Explain to the students that a good way to learn about something is to experience it. In this session, students have the opportunity to shadow professionals working in high-demand, STEM-related careers. Emphasize that these are a few examples out of hundreds of career options in science, technology, engineering, and mathematics.

Career Interactives

Throughout the online learning activities, students learn about and simulate the work done by professionals in the following careers:

- Environmental scientist
- Video game designer
- Aircraft mechanic
- Sports statistician
- Rolling mill operator
- Process engineer

Activity

Activity-at-a-Glance

Students complete the online learning activities. Individually, students identify someone with a high-demand career in science, technology, engineering, or math.

Activity Time:

30 Minutes

Tell the students they will now have the opportunity to shadow professionals working in the fields of science, technology, engineering, and mathematics.

Have the students click the Play the Part button, and ask them to take their time exploring the careers to learn more about the daily tasks, work environments, interests, and education levels required in each career.

Tell the students they will have the opportunity in the interactives to conduct one of the many workplace tasks required in these high-demand careers. Allow time for the students to complete the online activities.

Students who finish early can go back and review the information presented in this session. Once students reach the Conclusion screen, they will be directed back to the landing page.

Summary and Review

Summary and Review Time:

10 Minutes

As a class, review the career interactives. Ask for student volunteers to review the work tasks completed during the online activities. Did one or more of the careers stand out? Were the interactives helpful in identifying the factors students should consider when making career decisions?

Ask the students to identify someone they know working in a high-demand STEM career. This can be someone they know personally (parent or relative), or someone in a local business.

Allow time for students to identify this person. Offer guidance and suggestions if necessary. If time permits, introduce the Extended Learning Activity provided for this session and begin preparing interview questions.

Thank the students for their efforts and participation. Tell them that next time, they will learn about the steps they can take to begin planning their future careers.

Extended Learning Opportunity

Before the next session, ask the students to interview the professionals they identified to learn more about their careers. Work with the students to develop interview questions and discussion topics.

Sample questions and discussion topics could include:

- What are your daily tasks?
- Describe your work environment.
- What classes did you take in high school?
- What other school activities were you involved in?
- What level of education do you need for your job?

Session Three

Steps to Success

Overview

Students begin to identify possible career paths and learn more about the education and training needed to pursue these paths.

Concepts
Career mapping
Interests
Skills
Work environment
Short- and long-term goals

Skills
Analyzing information
Goal setting
Self-assessment

Objectives

Students will:

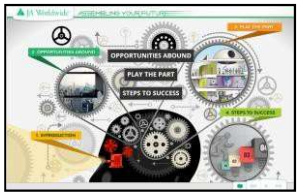
- Identify careers that align with their interests, skills, preferred work environments, and educational goals.
- Describe the first steps they can take to begin planning for their future careers.

Preparation

- ☐ Arrange for students to complete the Post-Test at the end of this session. This test is available on Page 23.
- ☐ Prior to the session, work with the teacher to ensure the classroom is setup to deliver the online learning activities (class computer or individual student computers). Ensure each computer is set on the supplement landing page at: Junior Achievement Apps.
- ☐ Review the session and complete the online activities prior to introducing the session to students. Become familiar with the key terms discussed in the session.

Recommended Time

This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.



Online Materials

- Steps to Success Online Learning Activities

Presentation

Introduction

Greet the students. Review the importance of career planning, even as early as middle school, to identify a career path. Encourage the students to continue researching careers and identifying available resources to help them in their career planning.

Explain to students that completing this final session is the first step toward planning their academic and professional futures. Remind students that while certain aspects of a career may seem initially overwhelming, success is attainable with hard work and careful planning.

Introduction Time:

5 Minutes

Talking Points

Tell the students that career planning happens in phases:

- Reviewing where you've been helps you determine your accomplishments.
- Planning the path forward and identifying short- and long-term goals or destinations ensure you remain on the right path.

Activity

Activity-at-a-Glance

Students complete the online learning activities. Students conduct career research and complete personalized career paths.

Activity Time:

30 Minutes

Introduce this session by explaining that these online activities will help students discover which high-demand careers might be right for them, as well as the steps they can take now to research and prepare for them.

Allow time for the students to complete the online activities, including a brief multiple-choice assessment and a personalized career plan.

Students who finish early can go back and review the information presented in this session. Once students reach the Conclusion screen, they will be directed back to the landing page.

Summary and Review

Summary and Review Time:

10 Minutes

As a class review the online learning activities and content presented in this session. Allow time for students to review their individual career plans either independently or with a partner.

Final Visit

Thank the students for their efforts and participation, and congratulate them on completing the *JA Assembling Your Career* supplement. Review the concepts presented throughout this supplement, and remind them that this was the first of many steps toward an exciting career.

Tell the students and the teacher that you enjoyed your time with them. Share what you learned or will remember from your time with them. Invite volunteers to share their thoughts about their JA experience.

Extended Learning Opportunities

Ask students to create a career profile based on the information covered in the online learning activities, including the information gathered during the career planning online activity.

Career profiles should include:

- Daily tasks
- Work environment
- Student interests
- Education

If necessary, provide guidance by asking the students to consider what their career profiles will look like in 10 years. What type of training and education will be needed? Are they considering a career that wasn't featured in the online activities? If so, have the students talk about their career profiles.

Students can create their profiles using computers, or by making visual displays and presenting them to the class. This encourages students to think about the opportunities available to them, and will require them to pinpoint their interests, career choices, and short- and long-term plans.

In addition to preparing career profiles, students can complete the Talk to Your School Opportunity Counselor handout provided on Page 20. Students can use both of these resources when attending school counselor meetings and career information sessions.

Junior Achievement provides an online career exploration tool designed primarily for today's middle school and high school students to explore their skills and interests as they relate to career clusters and possible future career choices. Instructions for using the online tool are provided on Page 21. Copy and share the page with your students.

Key Term

Career clusters
Groups of jobs and industries that are related by knowledge and skills.

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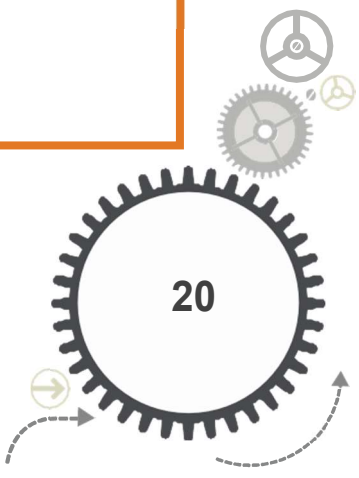
Talk to Your Opportunity Counselor

Your school opportunity counselor can help you plan for a high-demand career in science, technology, engineering, or mathematics. One of the first steps in that process is to set short-term and long-term goals.

Below, you will find a checklist of questions to ask your school opportunity counselor. Check off each question during your discussion and take notes for future reference.

- ⌋ What classes can I take that relate to my desired field?
- ⌋ What school clubs or groups can I join?
- ⌋ Are there any upcoming college or job fairs that I should attend?
- ⌋ Which teachers can help me get more involved in my desired field?
- ⌋ Where can I receive further education or training to work in my desired field?



Career Exploration Tool Provided by Junior Achievement

Junior Achievement offers a free online career exploration tool to help students learn about their interests and work values. Please go to www.jamyway.org, click on the menu icon, and select Resources. There you will find detailed instructions on how to access the online tool and register your students.

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Glossary

Career clusters
Groups of jobs and industries that are related by knowledge and skills.

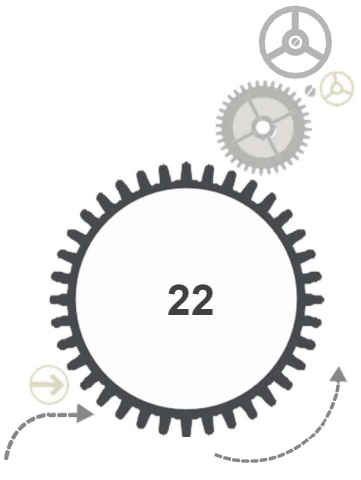
High-growth careers
Occupations projected to have more positions available than qualified applicants over the next 10 years.

Interests
A person's preferred activities or hobbies.

Skills
A person's talents or abilities.

STEM
Science, technology, engineering, and mathematics.

Work environment
The surroundings in a place of work, including physical and social conditions and other factors, that affect the quality of the job experience.



Pre-Program Survey

Tell Us About You

What are the first three letters of your **last** name? | | | |

When were you born? | | | | | | | | | | |

Month **Day** **Year**

What grade are you in? (Please check only one.) ☐ 7th ☐ 8th ☐ 9th ☐ Other: ____

NOT including this session, how many times have you participated in JA in the past? (Please check only one.)

☐This is my first time. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more times

Questions About The Program Content

Before you start the program, please try to answer these questions.

*Circle the letter of the response that you think **best** answers the question.*

--- ***Definition***: STEM = Science, Technology, Engineering, and Math ---

1. Which of the following STEM disciplines includes mechanics, technicians, and urban planners?
   a) Science
   b) Technology
   c) Engineering
   d) Mathematics

2. Which interest type frequently deals with practical, hands-on problems and finding solutions?
   a) Realistic
   b) Enterprising
   c) Conventional
   d) Artistic

3. What steps can you take now to begin preparing for advanced training and education and your career? Select all that apply.
   a) Get involved in extracurricular activities
   b) Talk to a school counselor
   c) Conduct research on your own
   d) None of the above, if you're still in middle or high school

4. If you were interested in studying engineering, which of the following extracurricular (school) activities would help prepare you for a career in this field?
    a) Auto Club
    b) Computer lab attendant
    c) School treasurer
    d) AV (audio/visual) Club

5. The physical and social conditions in your place of work that affect the quality of the job are known as:
    a) Social conditioning
    b) Work environment
    c) Collateral environment
    d) Work systems

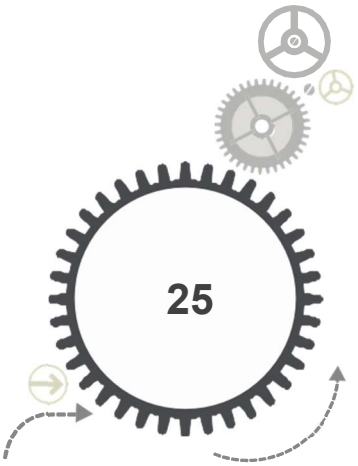
6. Which of the following jobs is expected to be in high demand in the future?
    a) Reporters
    b) Office clerks
    c) Flight attendants
    d) Machinists

Please tell us more about you and your future plans by answering the following questions.

Check the box that best answers how you feel or think.

ABOUT ME…		Disagree	Slightly Disagree	Slightly Agree	Agree
7.	I have an interest in STEM subjects.				
8.	I have an interest in a STEM career.				
9.	I have been studying hard to prepare myself for a STEM career.				
10.	I have conducted research on my own (like talk to people or use Google) about STEM careers.				

ABOUT MY FUTURE…		Disagree	Slightly Disagree	Slightly Agree	Agree
11.	I feel in control over how my future will turn out.				
12.	Doing well at school is important to me.				
13.	I expect to graduate from high school.				
14.	I plan to attend at least two years in college.				
15.	I think I will probably graduate from college.				
16.	I believe I can create my own future.				



Post-Program Survey

Tell Us About You

What are the first three letters of your **last** name? ☐☐☐

When were you born? ☐☐ ■ ☐☐ ■ ☐☐☐☐

Month **Day** **Year**

What grade are you in? (Please check only one.) ☐ 7th ☐ 8th ☐ 9th ☐ Other: ____

NOT including this session, how many times have you participated in JA in the past? (Please check only one.)

☐This is my first time. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more times

Questions About The Program Content

Before you start the program, please try to answer these questions.

*Circle the letter of the response that you think **best** answers the question.*

--- ***Definition***: STEM = Science, Technology, Engineering, and Math ---

1. Which of the following STEM disciplines includes mechanics, technicians, and urban planners?
   a) Science
   b) Technology
   c) Engineering
   d) Mathematics

2. Which interest type frequently deals with practical, hands-on problems and finding solutions?
   a) Realistic
   b) Enterprising
   c) Conventional
   d) Artistic

3. What steps can you take now to begin preparing for advanced training and education and your career? Select all that apply.
   a) Get involved in extracurricular activities
   b) Talk to a school counselor
   c) Conduct research on your own
   d) None of the above, if you're still in middle or high school

4. If you were interested in studying engineering, which of the following extracurricular (school) activities would help prepare you for a career in this field?
    a) Auto Club
    b) Computer lab attendant
    c) School treasurer
    d) AV (audio/visual) Club

5. The physical and social conditions in your place of work that affect the quality of the job are known as:
    a) Social conditioning
    b) Work environment
    c) Collateral environment
    d) Work systems

6. Which of the following jobs is expected to be in high demand in the future?
    a) Reporters
    b) Office clerks
    c) Flight attendants
    d) Machinists

Please tell us more about you and your future plans by answering the following questions.

Check the box that best answers how you feel or think.

ABOUT ME…		Disagree	Slightly Disagree	Slightly Agree	Agree
7.	I have an interest in STEM subjects.				
8.	I have an interest in a STEM career.				
9.	I have been studying hard to prepare myself for a STEM career.				
10.	I have conducted research on my own (like talk to people or use Google) about STEM careers.				

ABOUT MY FUTURE…		Disagree	Slightly Disagree	Slightly Agree	Agree
11.	I feel in control over how my future will turn out.				
12.	Doing well at school is important to me.				
13.	I expect to graduate from high school.				
14.	I plan to attend at least two years in college.				
15.	I think I will probably graduate from college.				
16.	I believe I can create my own future.				

Finally, please tell us about the program and instructor who taught your program.

*Check the box that **best** answers how you feel or think.*

ABOUT MY PROGRAM…		Disagree	Slightly Disagree	Slightly Agree	Agree
17.	The online program was engaging.				
18.	This program taught me things about STEM I didn't already know.				
19.	This program motivated me to learn more about STEM careers.				

ABOUT MY INSTRUCTOR…		Disagree	Slightly Disagree	Slightly Agree	Agree
20.	My instructor made a connection between real life and what I learned in the classroom.				
21.	My instructor helped me to realize the importance of staying in school.				
22.	My instructor's personal stories motivated me.