



“So, what in the world do you want to do with your life?

You mean you haven’t figured it out yet?

But you’re in high school, for goodness sake!

You’ve got to start getting serious about the future now! “

“Oh, don’t worry about making a career decision now.

Just find a good school to get into and you’ll figure the rest out from there.

*The important thing is that you get a
college degree and you’ll be guaranteed success.”*

1. What is The Future Is Mine (TFIM)?

MISSION STATEMENT: TFIM is a “ready for the real world” initiative committed to encouraging all youth, grades K-12, to find their passion and pursue their dreams—but in an informed way. TFIM does this by supporting the school community to create opportunities that will combine the dreams of students with real-life experiences that will empower them to make smart decisions concerning their future careers, their role in a civil society and ultimately, future success.

2. What is The Future Is Mine (TFIM) Student Project?

The Student Project is the year-round, in-school component of TFIM, now operating in some 26 schools. It involves a diverse team of 10-20 young people in Grades 9-12. The team is charged with creating career awareness/exploration experiences and civic engagement activities for themselves, peers and the school community. The goal is to reach the entire student body, as well as younger peers in middle/high schools, through interactive projects. Although an educator(s) at each school facilitates the team, all projects are initiated, driven and executed by students. The TFIM Student Project consists of four strands of work, focusing on career awareness/ exploration, leadership development and civic engagement. Student teams must complete the following: A peer-to-peer project within the high school, a peer-to-younger peer project within the district, an individual project, and planning/facilitating a portion of the annual Student Leadership Conference.

The TFIM Student Project activities that are created in each school will:

- Be student initiated, driven and executed
- Meet the needs of the individual school community
- Target all students, as Career Exploration, Leadership Development and Civic Engagement should be an integral piece of every students' education
- Maintain the integrity of the overall TFIM initiative mission

3. What is the role of the TFIM Student Project Advisor (SPA)?

The TFIM SPA is an Educator(s) within the school that believes in the overall mission of The Future Is Mine and will:

- ▶ Both you and all of your TFIM students must become members of thefutureismine.ning.com, join in forums, and post monthly blogs.
- ▶ Introduce/promote TFIM at an in-service to gain colleague and administrative support. Please invite Steve Seliy & Gina Barrett if possible- email date & time.
- ▶ Have a link added from school website to www.thefutureismine.com & thefutureismine.ning.com and try to have your school add a TFIM to your own school's website to showcase your team's work
- ▶ Select 10-25 students to participate in the **TFIM Student Project**, based on the "Student Criteria for Selection" outline and hold students accountable to the "Criteria for Participation" outline
- ▶ Maintain the focus of career awareness/exploration and self-discovery, as well as address the PA Career Education and Work Standards in all TFIM meetings and activities
- ▶ Completion of all program requirements: One Peer to Peer Project, one Peer to Younger Peer Project, One Individual Project per participant, and planning of the 2011 TFIM Conference (also seek consideration for acceptance of TFIM projects to count towards Senior Project)
- ▶ Maintain regular communication with Gina Barrett through phone calls and/or emails (read and respond in a timely manner)
- ▶ Maintain communication on the Yahoo! group created for Advisors on a regular basis
- ▶ Submit a year-long calendar/plan of suggested meeting times to School Administrator for approval at beginning of school year (*can be done by students*)
- ▶ Provide a tentative summary of project plans and dates to Gina and School Administrator by October 22, 2010 (*can be done by students*)
- ▶ Attend the 2011 TFIM Student Leadership Conference held April 14 & 15, 2011 & four Advisor meetings during the year.
- ▶ Submit appropriate paperwork and receipts to Gina in a timely manner- including all parental consent forms for the Student Project and Student Leadership Conference (*some of these can be done by students*).
- ▶ Submit a monthly or quarterly report of activities to School Administrator to keep abreast of activities (*can be done by students*)
- ▶ Submit articles and photos to be uploaded on the TFIM website.
- ▶ Have two different sources of media coverage for any project(s) during the year. Ex. Local news, school news, websites, etc.

Remember...many of these requirements can be delegated to your students with supervision from you!

4. What types of projects will TFIM Students create?

TFIM Students will create:

- a. One Peer to Peer Project*
- b. One Individual Project*
- c. One Peer to Younger Peer (Middle or Elementary School) Project*

*These projects can be combined in a number of ways and can be determined by Advisor and TFIM Project Director.

And, in addition to creating original projects, will be given the task of:

- d. Planning & facilitating a portion of the 2010 Student Leadership Conference.

Examples of Projects:

Peer to Peer Project—interview fellow students by asking questions that will determine their feelings and attitudes about making career decisions and the kind of support they feel they need. Based on what your peers have told you, create an activity or event, or some type of informational outlet (a TFIM movie or infomercial) that will help them find answers to their questions or feel less anxious and spread the word that the **TFIM Student Project** is present in the school to help them find answers to the questions they have about their future.

Examples:

Mock Interviewing at Charleroi High School

The Charleroi team decided to hold mock interviews for the school's seniors. Members of the graduating class were interviewed by members of the Charleroi community. This process helped the seniors learn how to react to real-life interviewing situations.

Freshman Career Experience at West Mifflin Area High School

The purpose of the career experience was to expose students to future careers available to them. The goal for the day was to educate students to the realities of the various professions that they are contemplating, and to educate them to the necessity for the proper postsecondary preparation that would be required.

Individual Project—a TFIM Student may choose to explore more about a specific profession they are interested in. Explore the possibilities of finding someone in the community to speak with, interview, spend the day with, create a portfolio of information about that specific profession (education required, daily responsibilities, job outlook, future opportunities) etc.

Examples:

Jacki, The Pediatrician

Jacqueline, a Charleroi Area TFIM team member, recently learned that becoming a pediatrician isn't as easy as it seems. While completing her Individual Project, Jacki researched what it takes. You must go through four years of a regular college or university, four or more years of medical school, and at least three years of internship and residency. Throughout those eight years of school, you will encounter a rigorous schedule of science and math. The normal classes that are a part of this schedule are biology, physics, chemistry, calculus, etc. The cost of all these years of school can grow to over \$100,000. Most people don't get out of debt for a few years after their training.

California Area TFIM Team Explores Careers at the Zoo

The California Area TFIM team decided to do one project as a whole, instead of individual projects this year. By doing one project they were able to help the new members, discuss the day's events and grow closer as a group.

The project they completed was a trip to the Pittsburgh Zoo & PPG Aquarium, complete with a Behind the Scenes Tour. During the visit they were able to meet three different zookeepers and learn about what they do and how they got to where they are today. Students were also made aware of what type of career fields are represented at the zoo. The tour guide gave them some background information about her job and what it takes to go further into a career at the zoo. However, it wasn't all work and no play- the group got to interact with some amazing animals before their visit was over!

Peer to Younger Peer Project—the TFIM Students decide if they should work with an elementary classroom or middle school classroom within the district (can be one grade, one classroom or entire school). The 1st grade classroom is doing the “Who are the People in Your Neighborhood” Unit. Create a mini career fair or mock neighborhood that allows the 1st graders to see more than a doctor, nurse, policeman, etc.

Examples:

Beth-Center Reaches Out To The Eighth Graders

The Bethlehem-Center TFIM team completed their P2YP project at the middle school. They were able to meet with all the 8th graders through their social studies class. Each period they started with an icebreaker where the students had to figure out which category they belonged to in order to make groups. Then each group was sent to a different activity monitored by TFIM members. Each activity had a different skill for students to work on.

Forbes Road's Hands On Tour

The P2YP project for Forbes TFIM student project team was our Hands On Tour, which took place on March 13th. Approximately 600 middle school students from Plum, Springdale, Gateway and East Allegheny attended. The students pre-selected 3 program/career areas that they were interested in and they were able to spend 45 minutes in each of those areas - doing a hands-on activity led by members of our TFIM team. The TFIM students talked to the student tour groups about their career areas and worked with the groups to complete a project that helped to illustrate to the students exactly the types of activities that they might be doing in certain careers. The middle school students were very excited about the activities that they participated in and all of the TFIM students were enthusiastic about showcasing their classes. The project was well received by all.

2011 Student Leadership Conference—TFIM students will be responsible for:

- Planning, creating and facilitating an interactive breakout session focusing on either career exploration/readiness, leadership development, civic engagement or team building (45 minute session).
- Possibly act as an advisor to a business site in preparation for their site exploration

**All projects may have the potential to count toward the "Senior Project" requirement. Contact the appropriate person in your school to discuss the possibility.*

All project ideas should be submitted to Gina Barrett.

5. Who is eligible to become a TFIM Student? (Student Criteria for Selection)

To maintain a maximum of 25 students, SPA's may recruit as many as 35-40 initially.

The TFIM Student criteria policy is as follows:

- 1st priority** – students who are not usually chosen for positions of leadership, but are leaders among peer groups
- 2nd priority** – students who are lacking direction academically and/or socially, needing something to encourage excitement about their future

OR

- above average students who may be college bound but lack career direction
- 3rd priority** – students with lack of parental support in terms of making decisions concerning life after graduation
- 4th priority** – first generation to attend college or post-secondary training/program

Eligible TFIM Students must currently be in the 9th, 10th, and 11th grade. The ideal situation is to have TFIM Students participate in the Student Project from 9th-12th grades. Therefore, recruitment of 9th graders should have the highest number.

Students selected to participate in the TFIM: Student Project will need to sign a contract agreeing to the mission and project requirements, have parental consent, attend at least 75% of meetings, and actively participate in all projects.

6. Student Criteria for Ongoing Participation:

The following standards have been set for TFIM Students participating in the Project:

- If a student is suspended from school, he/she will also be suspended from TFIM activities for the same number of days
- If a student chooses to quit the project, he/she will need to submit a resignation and will not be permitted to return that same school year.
- Students should attend 75% of meetings and actively participate in and complete all 4 projects.

TFIM is setting high expectations for its students. However, the staff of TFIM is fully aware that situations will arise that will interfere with a student's performance or participation throughout the course of the year. When such situations occur, we ask that you use your discretion in helping the student to set attainable goals and experience success. If all avenues of intervention and support have been exhausted and a student should be considered for removal of the project, the TFIM SPA, school principal, and TFIM Coordinator should have consensus. Removal from the project, however, should be the last alternative. Our overall philosophy is the belief that the students are better off *with us, than without us.*

7. Who Is Eligible to Attend the 2011 TFIM Student Conference?

All students are eligible to attend based on:

- Major participation in at least two (2) projects
- Potential students deemed as a “new recruits” for next year’s TFIM: Student Project
- Meeting all school rules and regulations