



College, Careers, & Ca\$h

A joint project of the
Delaware Office of Financial Empowerment
and United Way of Delaware



<http://www.youtube.com/watch?v=JRkTCvuroW8>

www.standbymede.org



College, Careers, & Ca\$h

Program Goals:

- Expand the impact of CTE Pathways for 10th graders, by helping them to understand how high school certifications can be the first step in the achievement of major life goals.
- Connect the dots between career pathways, post-secondary education, and life-style.
- Integrate financial literacy into CTE programming to build an understanding of how much money is needed to support lifestyle goals.
- Demonstrate the linkages between higher education and career opportunities.
- Build a continuum for high school students starting in 10th grade that puts them on the pathway to post-secondary education.
- Engage CTE and school staff to work in partnership with this project..

Session #1: College- <https://www.jumpstart.org/what-we-do/support-financial-education/reality-check/>

In the first workshop session, students explore the realities of being an independent, adult consumer, using *Jump\$tart.org* to calculate the true cost of their lifestyle choices. Students then discuss various careers that provide the income needed to support their chosen lifestyle, and, lastly, explore the correlation between income, education, and employment.

Session #2: Careers - <https://www.bls.gov/ooh/>

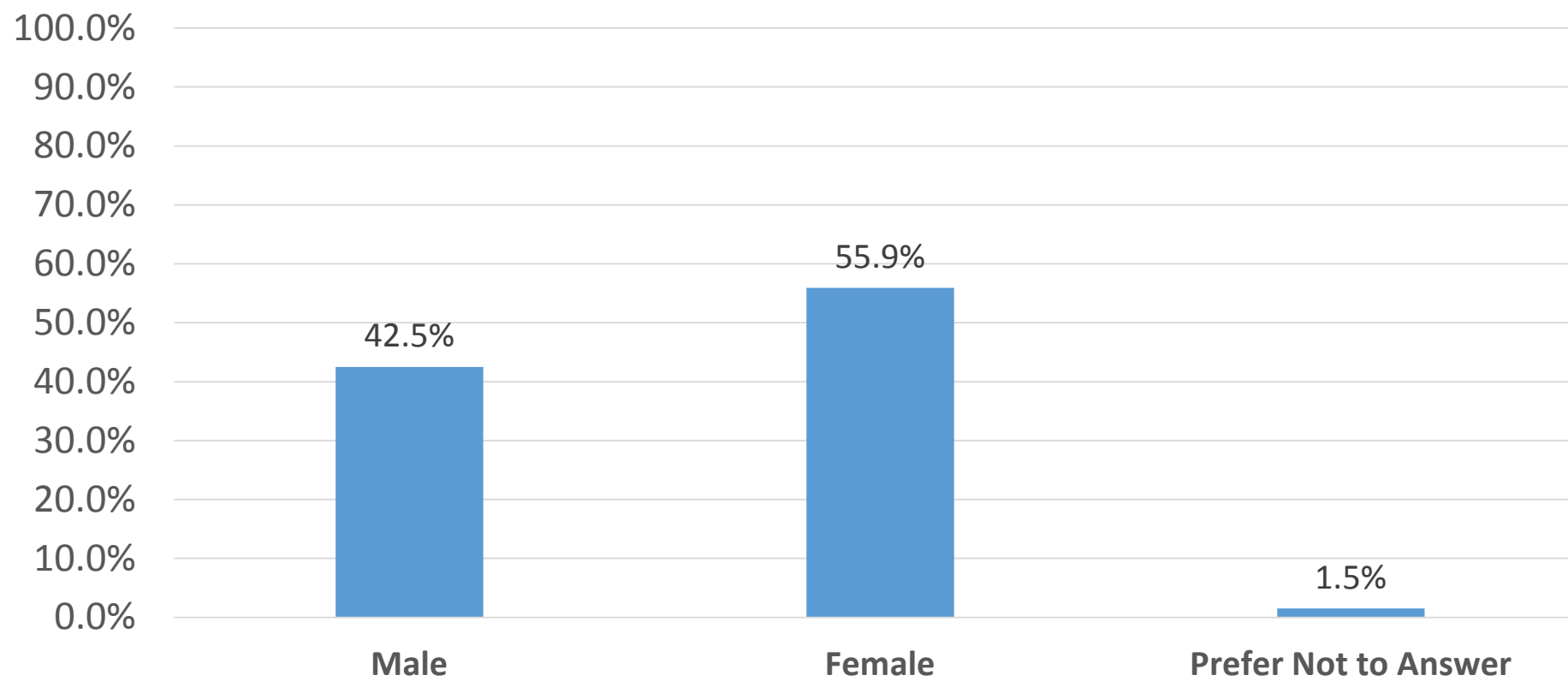
In the second session, student use the online *Occupational Outlook Handbook* to explore a career of their choosing, examining tasks performed, education required, and income earned, among other details. Students then track the job outlook of their chosen career against national and state job growth charts. By examining cost-of-living differences nationwide, they begin to determine what lifestyle their career can afford them.

Session #3: Ca\$h – Curriculum: Pages 9 – 13.

In the final session, students use the income data for their chosen career to revisit their lifestyle choices and they create a budget for those choices according to their monthly entry-level net incomes. Students then decide either how to minimize their deficit or make use of their surplus. Lastly, using their budget as a benchmark, students consider the steps necessary to achieve their educational, career, and lifestyle goals.

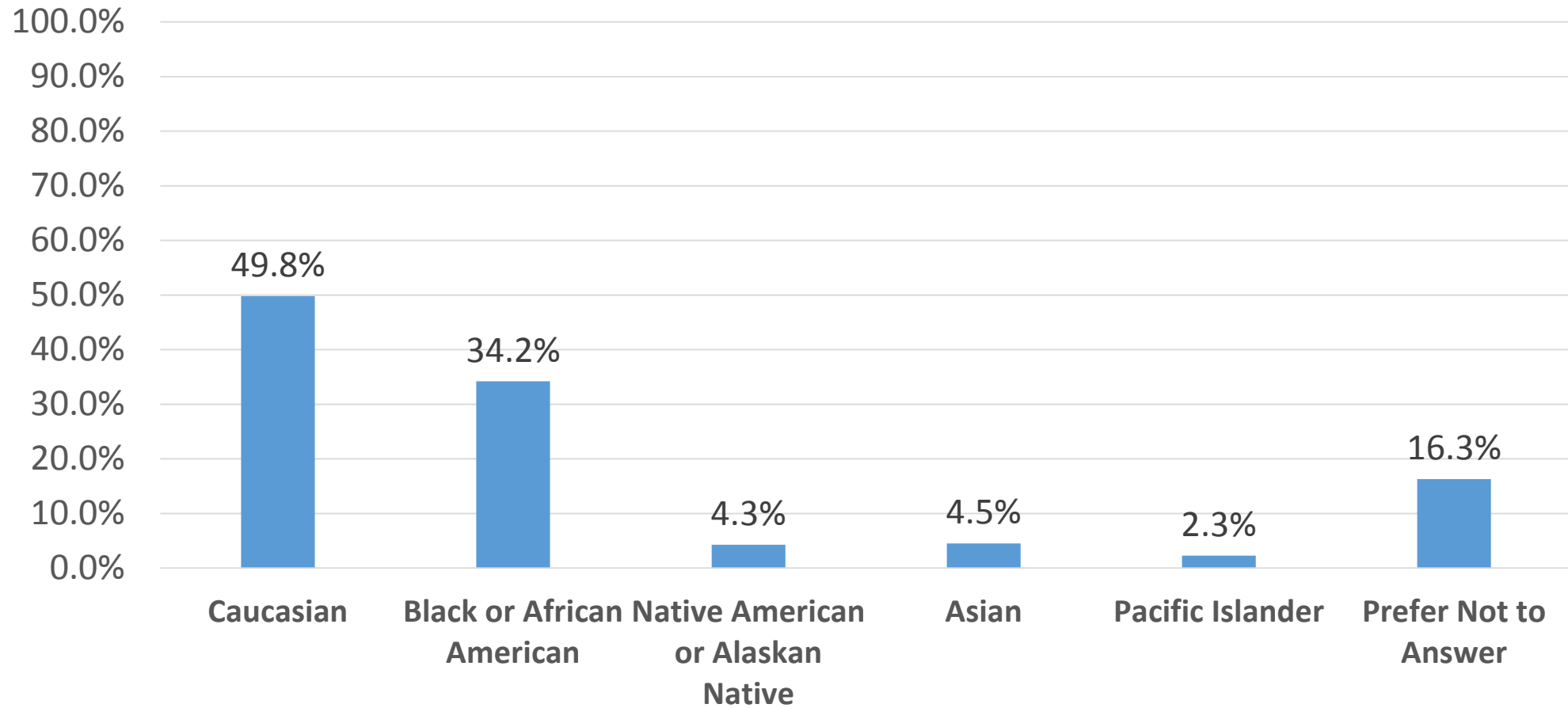
Results: This data represents the results from 442 high school sophomores who completed the program in the CCC pilot, scheduled from January 2018 – June 2018. More than 400 students are currently in the course and an additional 500 will start in April and May.

Gender



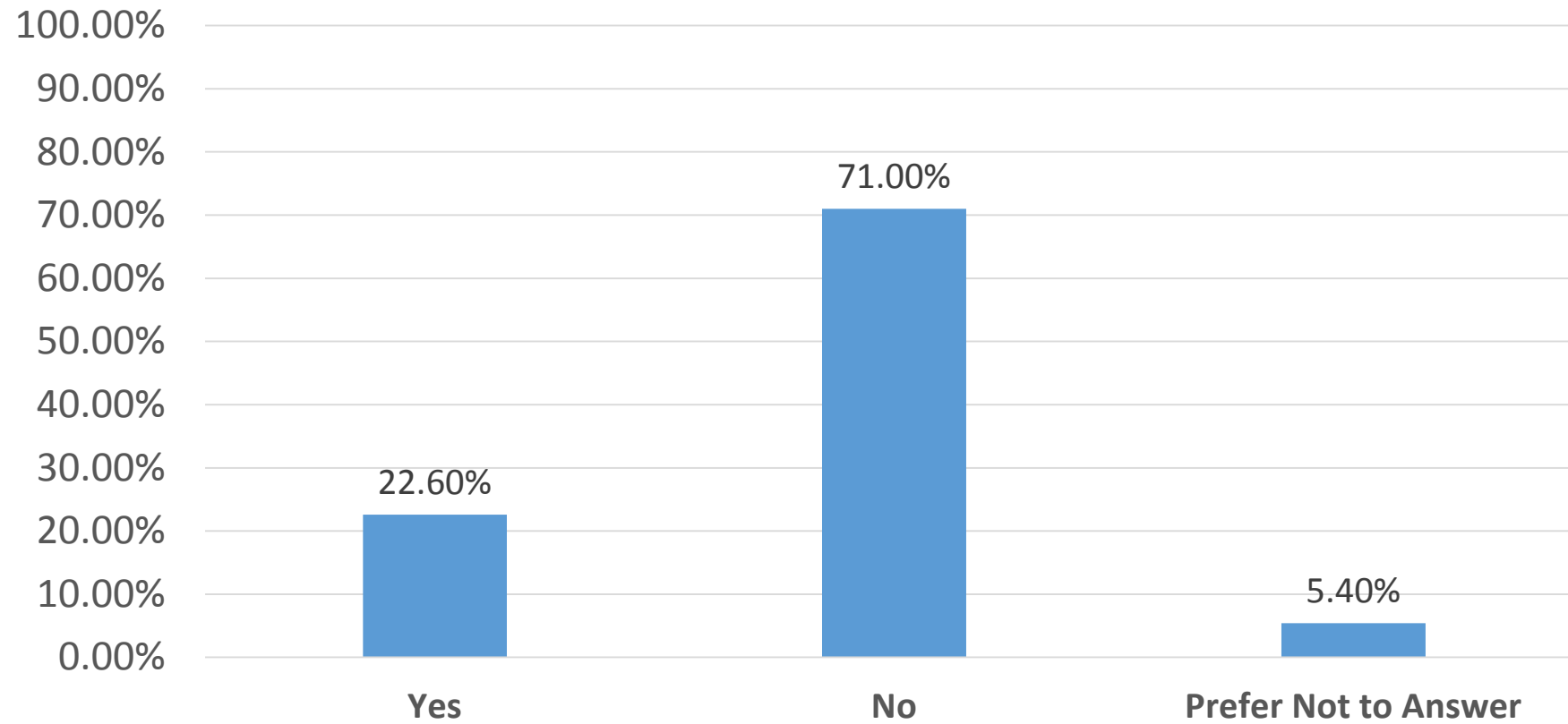
Data as of 3/31/18

Race



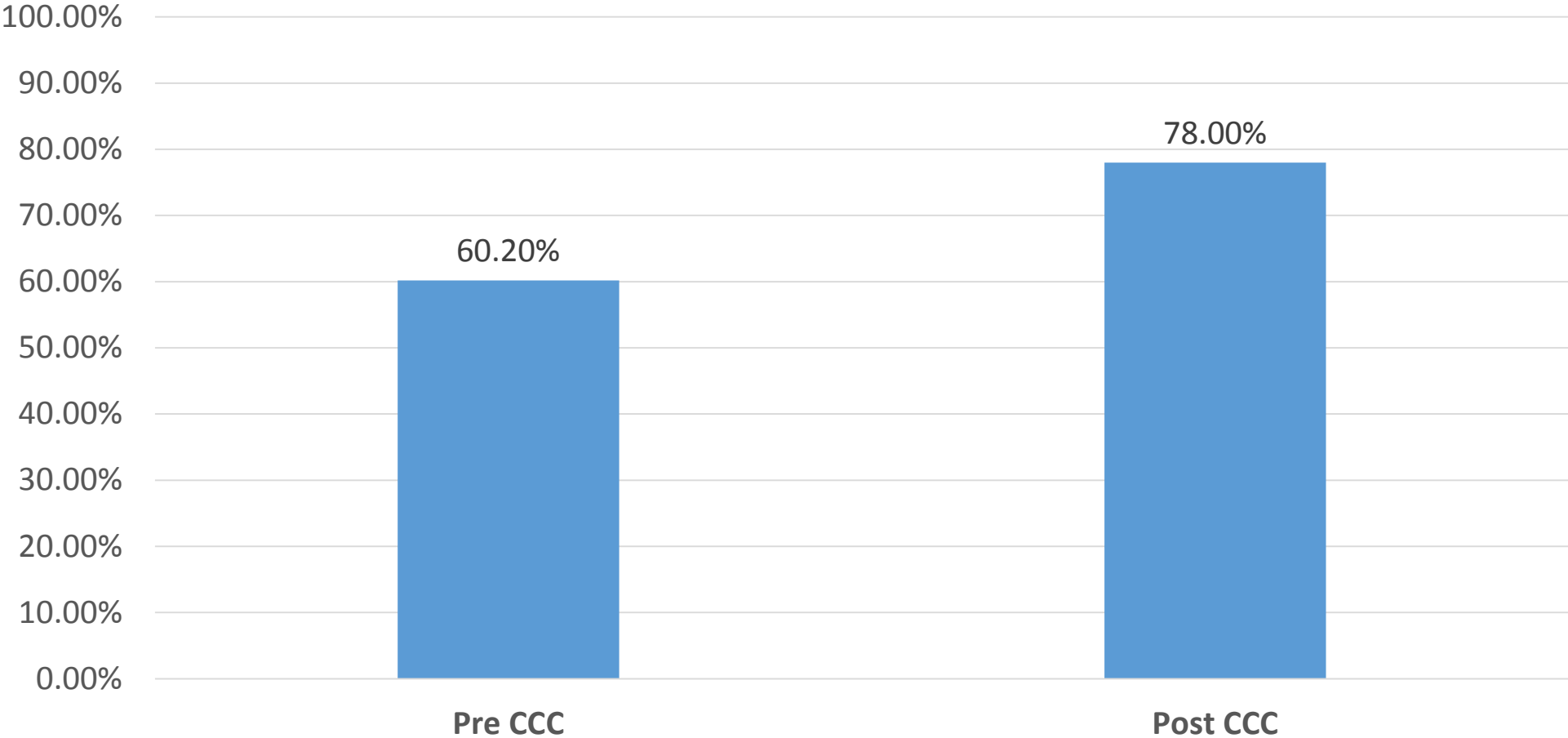
Data as of 3/31/18

Hispanic/Latino Origin



Data as of 3/31/18

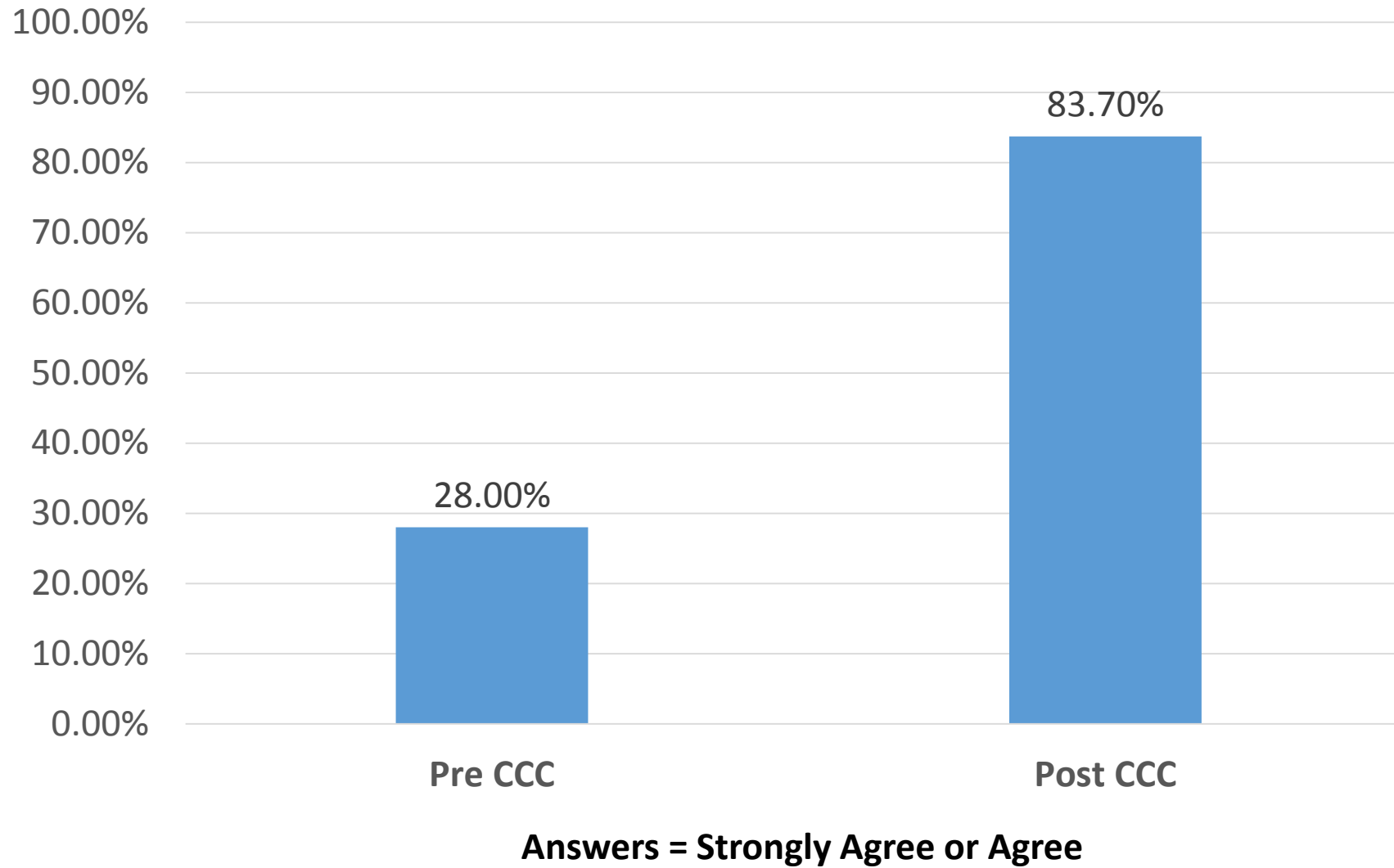
**I Know What I Want My Life to
Look Like 10 Years from Now**



Answers = Strongly Agree or Agree

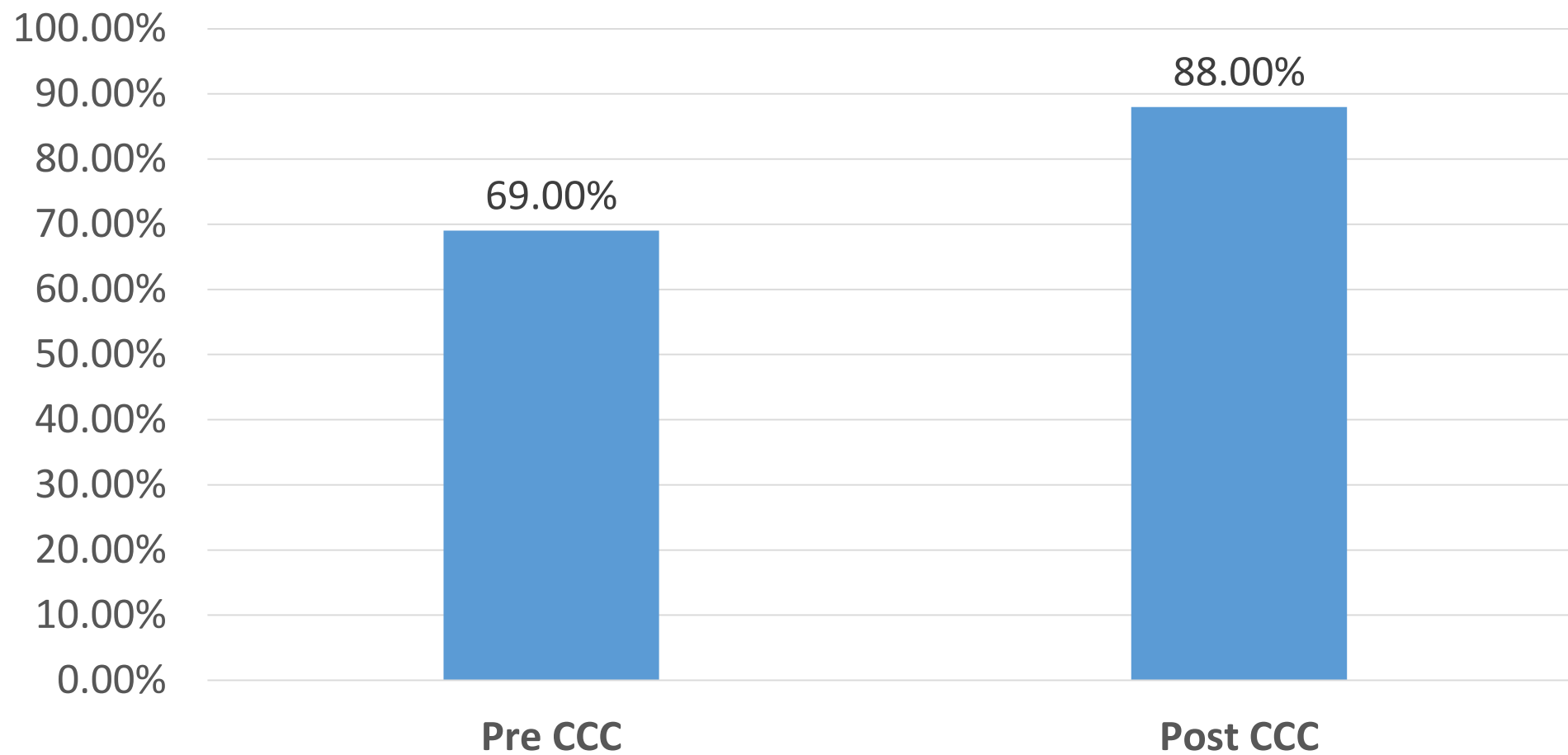
Data as of 3/31/18

I Know What the Cost Will Be to Support this Lifestyle



Data as of 3/31/18

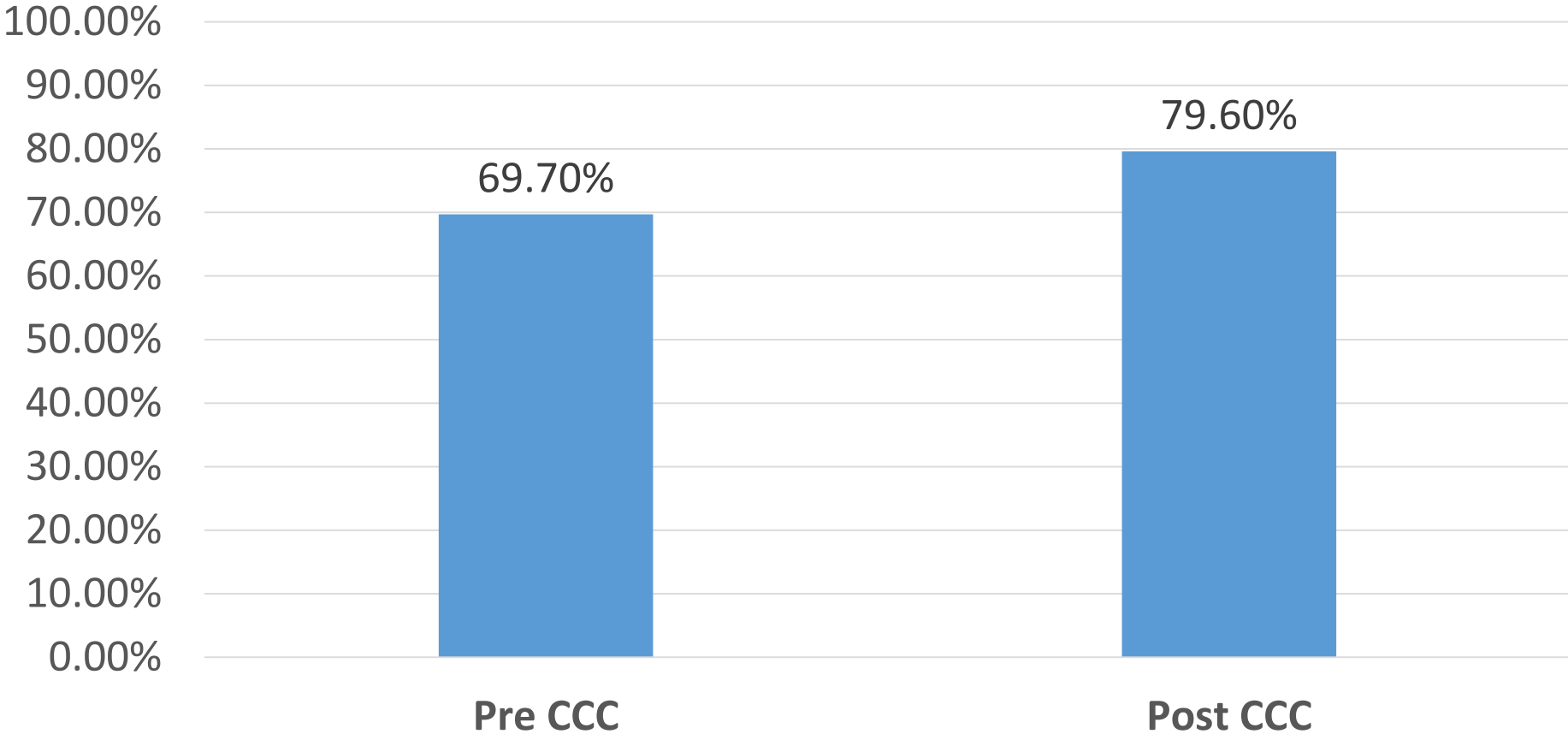
I Know What Education is Required for This Lifestyle



Answers = Strongly Agree or Agree

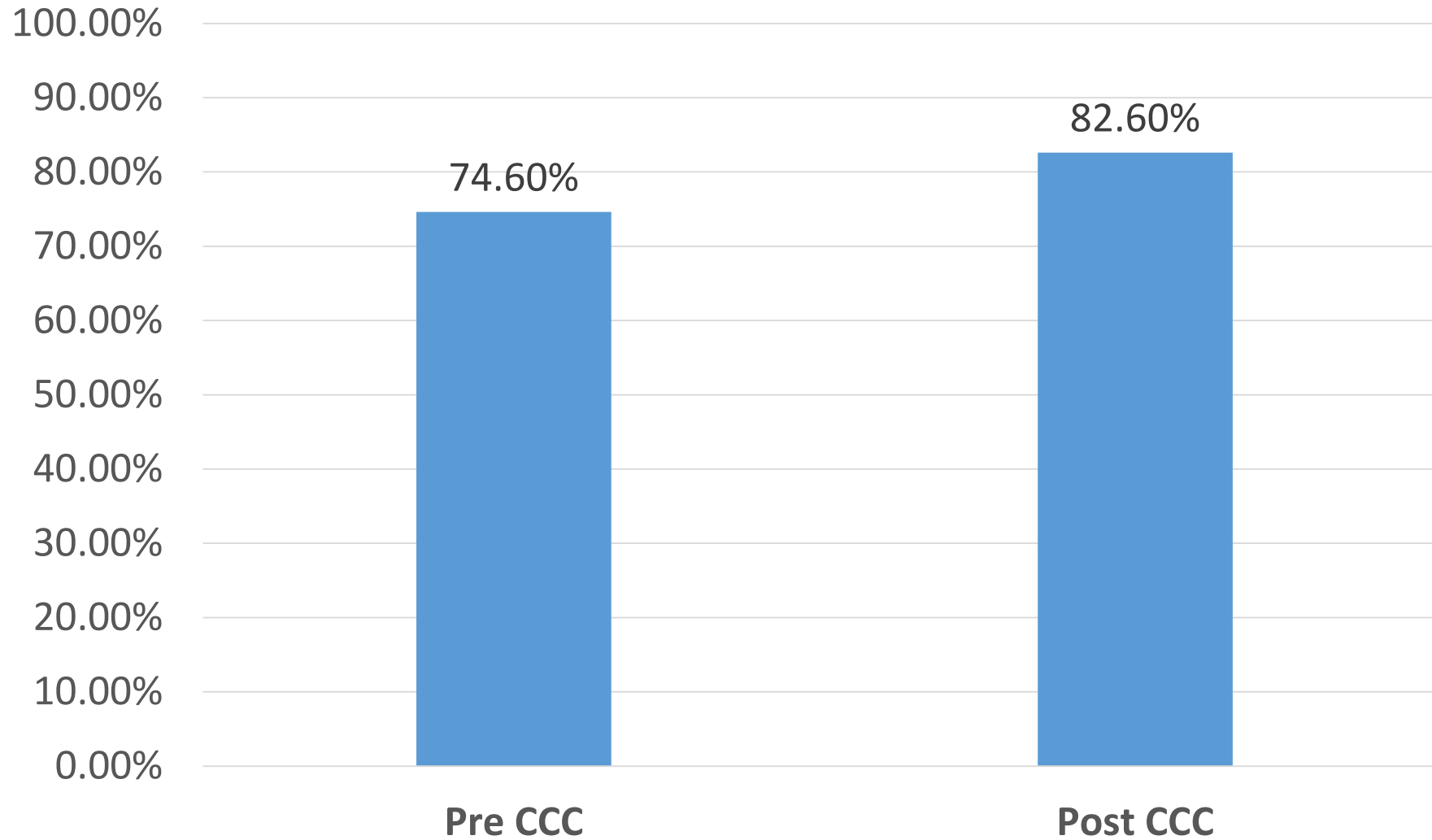
Data as of 3/31/18

I Know What Type of Work I Am Suited For



Answers = Strongly Agree or Agree

I Know What Type of Work I Would Like to Do



Answers = Strongly Agree or Agree

Data as of 3/31/18