



Starting Point: Coordinator Checklist

The ASPIRE program helps educate Oregon students to become career and college ready. ASPIRE offers education, resources, and/or mentoring opportunities for all students and/or adult learners in middle schools, high schools, and community-based organizations throughout Oregon. The goal is to create opportunities for students/adult learners to become confident, ready, and bold in the pursuit of their dreams.

ASPIRE Program

While all ASPIRE coordinators serve as mentors to students, sites may choose to engage school staff, community volunteers, or peer mentors to expand the support available. Mentors meet regularly with students individually or in small groups to build relationships, provide encouragement, and support students as they explore career and college opportunities, set goals, and navigate postsecondary planning.

Work with your site administrator to determine your ASPIRE goals for each year. Identify ways to provide assistance in career exploration, career and college research, admissions applications, scholarships, financial aid, and provide career preparation activities/programming that engages learners.

Career and College Readiness

- ☐ Build awareness of ASPIRE at your site, in your community, and with alumni of your school or organization.
 - Use the ASPIRE Logo on your email signature, in newsletters, or when sending letters home to families.
 - Display ASPIRE Banner and other ASPIRE posters, materials throughout your site.
 - Use ASPIRE logos to promote all career and college readiness events and activities.
- ☐ Provide clear communication with students/parents/caregivers/staff about the ASPIRE program *Examples include email, phone dialers, newsletter, social media, school/site apps (Remind, ParentSquare, etc.), or website.*
- ☐ Offer ASPIRE career & college readiness (CCR) programming, events, and/or 1:1 and group mentoring to help students learn about their options: career, college, trades, military & workforce pathways.
- ☐ Work with your site administration to establish goals.
- ☐ Define expectations to build CCR culture, consider the following:
 - “Career and college talk” becomes an ongoing expectation where site staff and community members regularly share experiences about career and college pathways.
 - Accessibility to CCR information and resources in your ASPIRE/Career Center, counseling center, and/or classrooms.
 - Equity and Access: create a system to ensure equity to information about career training, education options, CCR programming and resources.
 - Faculty and/or staff involvement in creating a site wide CCR culture.
 - Provide regular opportunities for CCR education and counseling to family/caregivers.
 - Facilitate career and college partnerships that provide more opportunities to learn about training and education options.

Administrative Responsibilities

- ❑ Maintain ongoing communication with your ASPIRE access specialist - Communication is key! Work with your site administrator to set annual program goals.
- ❑ Plan and implement CCR programming throughout the year (See Career and College Inventory Tool for ideas)
- ❑ Submit required ASPIRE reports. Instructions found in [Reporting and Surveys](#).
 - **ASPIRE Site Information Form** due 1 week prior to ASPIRE specialist visiting your site.
 - **End of Year Report due May 15.**
 - **Mentored Senior List (required for sites with mentored students) due May 15.**
 - **Annual Surveys due May 15: All volunteer mentors and senior students exiting program.**

Mentor Program (optional)

Mentors support students by offering guidance, helping them explore career and college options, and assisting them in setting and tracking goals.

- ❑ Build participation
 - Students meeting with community mentors need a signed permission form if under 18. [English/Spanish](#), OR
 - ASPIRE site may choose to use the [ASPIRE Permission Opt Out Procedure](#)
- ❑ Recruit mentors (volunteer/staff) to work with students 1:1, in groups, drop-in, and/or in classrooms.
- ❑ Community mentors must complete a [Volunteer Agreement](#) and a [background check](#) if working with minors.
 - You may use school/district/organization volunteer applications and background check forms.
- ❑ Train mentors. All new volunteers must watch [Mentor Training Basics](#) and utilize ASPIRE resources found on the ASPIRE Mentor webpage.
- ❑ Encourage new mentors to shadow experienced mentors 1-2 times (if possible).
- ❑ Encourage mentors to use the Student Trackers to identify topics of interest, student progress, and goals.
- ❑ Encourage mentors to follow us on [OSAC Facebook](#), [OSAC YouTube Videos](#), and [Instagram](#).
- ❑ Support mentors: Show your appreciation in a variety of ways to help with retention.
- ❑ Provide good communication with mentors: Discuss strengths and how they may translate into the mentoring role, clearly understand the mentor's time commitment and availability, and create a schedule for regular mentoring.
- ❑ Track mentor hours & training. Consider using a spreadsheet, Google form (consider creating a QR code mentors can easily scan to give their hours), [Clockify](#), etc.
- ❑ Identify and report staff mentors by tracking hours spent doing ASPIRE/CCR mentoring and support

Events/Resources

- ❑ [Attend ASPIRE events](#): Fall Conference and Regional Meetings.
- ❑ [Attend webinars](#): Coordinator Connections, and OSAC/ASPIRE webinars.
- ❑ Use [ASPIRE Resources webpage](#) for current materials and documents.
- ❑ OSAC website for [grants](#) and [OSAC scholarship](#) information.
- ❑ [Outreach and Resources](#): OSAC Webinars, request presentations, order publications, FAFSA Plus+.